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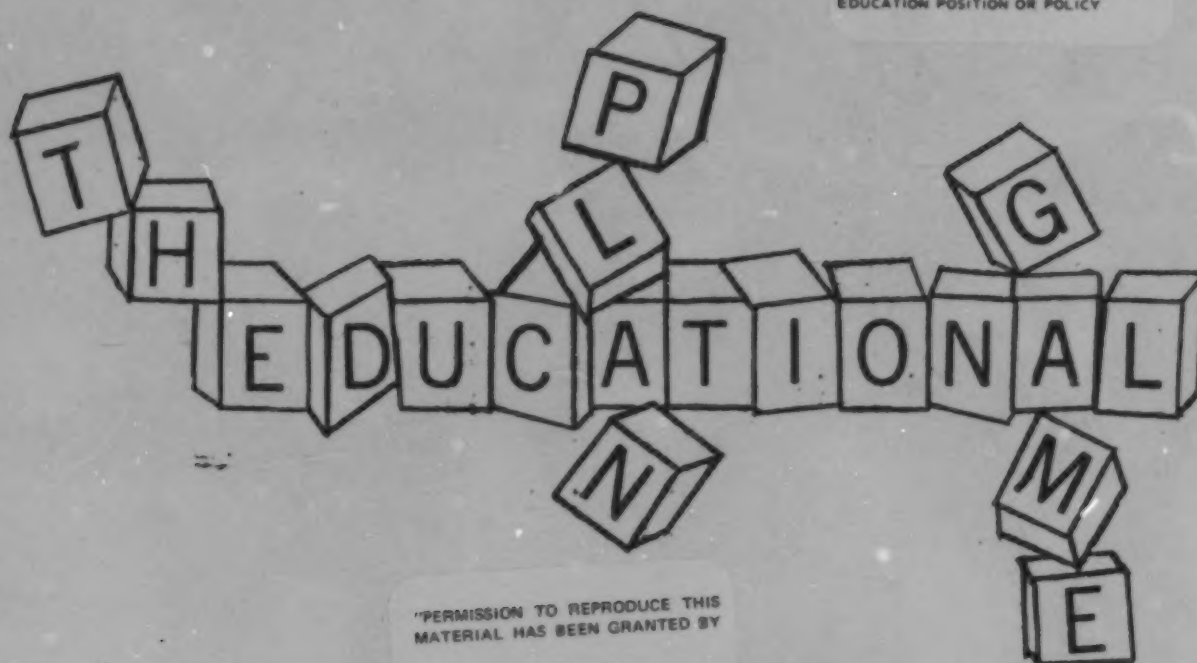
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ABSTRACT

Presented is the participant's copy on the Educational Plan Game, a program designed to assist exceptional child educators in diagnosing students and assessing educational needs. Tables, charts, and guidelines are provided for the eight program components: the card game (an introductory exercise), spelling, basic sight vocabulary, informal pupil diagnosis, arithmetic, supplementary information, and the educational plan. Examples of completed forms are provided for each area. Appended are educational tests; strategies; an educational plan form; and psychological test information and remedial activities for the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Detroit Tests of Learning Aptitude. (SBH)

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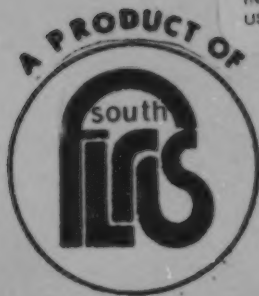
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Compiled by Elizabeth I. Smith

INTRODUCTION

TEST INTERPRETATION

An individual's standardized test score acquires meaning when it is compared with the scores of well-identified groups of people. This is known as a normative interpretation and is useful for measuring a group to a group -- a school system, one school to another, an individual's standing or the like.

Of greater meaning to an educator when looking at one individual and his particular educational, social, and emotional needs, would be a comparison of the individual to himself. What are the individual's particular strengths and weaknesses? The reader/educator needs to analyze an individual's performance and/or scores on two or more instruments to see if comparisons or verifications can be made. This type of interpretation is known as ipsative and will be the concern of Exceptional Child educators and of The Educational Plan Game.

EVALUATION INSTRUMENTS

The evaluation instruments included in the Educational Plan Game were chosen for their illustrative properties. The reader/educator should feel free to choose whatever instruments he believes will meet the needs in his situation.

THE CREATE ANALYSIS*

The techniques used should be those of the CREATE Analysis illustrated in the Educational Plan Components. It is felt that the correct responses of an individual reveal much diagnostic data. These are clues as to how the student has learned and the strengths he possesses. It is through these abilities, then, that he can be taught.

Through an analysis of the errors a student makes, educational needs are revealed which will enable the educator to plan instruction that will meet such needs. Further, an analysis of the task will reveal the skills and abilities that an individual needs in order to be successful on the particular task.

* CREATE ANALYSIS:

Correct
Response
Error
Analysis
Task
Evaluation

THE EDUCATIONAL PLAN GAME

OVERVIEW

Participants work as individuals and as members of small and total groups. An Activity Leader introduces each task.

OBJECTIVES

Through this activity the participant will:

- analyze informal test results.
- make educational decisions.
- better be able to understand certain information supplied on the Psychological Evaluation Report.
- interact with his peers.

At the conclusion of this activity the participant will:

- be more aware of the subtle nature of diagnostic clues exhibited by a student on classroom individual and group tests and tasks.
- be more aware of the value of correct responses, error analysis and task evaluation.
- be more aware of the process through which individual educational planning is possible.
- be able to write an Educational Plan.

EDUCATIONAL PLAN

Card Game Component

AREAS AND TYPE OF INFORMATION

EDUCATIONAL PLAN

PRESENT LEVEL OF PERFORMANCE

State the scores that were achieved in the academic areas.

(If it is not possible to administer academic tests, use observational techniques with accompanying checklists in a hierarchy.)

PRESENT LEVEL OF PERFORMANCE

Anthony

Grade 3

November

SPACHE

Word Recognition	2.0
Oral Reading	1.6
Silent Reading	1.8
Estimated Listening Potential	3.3
Spelling (recall)	
Morrison-McCall	2.0
Arithmetic (computation)	Beg 1
Informal Reading	
Inventory	P+

PIAT

(Peabody Individual Achievement Test)

Reading Recognition	2.2
Reading Comprehension	2.2
Spelling (Recognition)	1.7
Mathematics	1.8
General Information	1.7

STRENGTHS

State the area of pre-requisite skills and present skills that have permitted the child to function to the degree he presently does and through which he can be taught. Refer to the psychological evaluation and the correct responses the student makes on teacher administered tests and observational data recorded.

STRENGTHS

Visual Memory, Auditory Memory, Auditory Sequencing, Cognition, Convergence, Social Comprehension, Pointing, Conceptual-Vocal.

LONG TERM GOALS (One year)

State what will be accomplished and the degree of improvement to be achieved.

LONG TERM GOALS

1. To increase ability to perform in classroom reading and arithmetic by 2 years.
 2. To expand student's ability to profit from information presented visually and/or auditorally as measured by sub-tests of the Detroit Tests of Learning Aptitude by an average of 1 1/2 years.
- NOTE: A third long term goal might deal with a behavioral aspect, e.g. to decrease the number of talking out behaviors by 1/2 as measured by pre and post base line data.

IMMEDIATE OBJECTIVES

State the specific tasks that are to be presented on a day to day basis. These should be VERY SPECIFIC and should be sequenced as you plan to present them.

IMMEDIATE OBJECTIVES (To be evaluated & updated every nine weeks)

1. Receive practice and instruction with the Primer list (later the 1st and 2nd lists) of words of the Dolch's Basic Sight Vocabulary until it is mastered on a flash presentation.
2. Receive drill using consonant blends (cl, tr, ch, sp, st, th, pl, dr, ck, fl,) and practice using the 5 short vowels, (a, i, o, u, e,). (Later the long and variant vowels will be introduced and practiced.)
3. Receive instruction and practice using the common syllables (e.g., ail, op, ell, tion, eep, ter, en, se, all, ow, in, etc.).
4. Provide for oral and silent reading with related comprehension tasks on a primer level and gradually increase the task demands as he is ready with particular emphasis on main idea, vocabulary and generalizing.
5. Provide instruction and practice using arithmetic facts through 20 until the concepts are internalized.
6. Present daily practice exercises in following directions (one at a time, then 2, etc.), copying designs (□, ○, △), and letters (m, a, o, f), becoming oriented in time and space, and focusing attention gradually increasing time periods from upward of 3 minutes.

INSTRUCTIONAL STRATEGIES

State the approaches and techniques that will enable a child to learn most effectively.

INSTRUCTIONAL STRATEGIES

Use strength areas.
Remediate deficit areas.
Use multi-media and multi-sensory materials.
Use programmed and programmed-like materials.
Use praise.
Show progress often through charts, etc.
Use repetition, over-learning.

DEFICITS OR WEAKNESSES

State those pre-requisite skills and present skills which the child needs to strengthen in order to function more effectively.

DEFICITS OR WEAKNESSES

Haptic, Visual Discrimination, Visual Closure, Visual Sequencing, Auditory Discrimination, Auditory Closure, Sensory Integration, Memory, Divergence, Evaluation, Gross Motor, Manipulation, Copying, Drawing, Conceptual-Motor, Vocal Repetition.

SPECIFIC REMEDIATION TECHNIQUES

The precise activities, objects, games, etc., which will strengthen each particular deficit area.

SPECIFIC REMEDIATION TECHNIQUES

Use concrete visual aids, simple word problems, odd/even concept. Basic concepts of clock time, calendar, money, direction, ruler. Strategy games - Monopoly, checkers. Make map legends, Simple Simon, Concentration, peg boards, Tach-X Materials. Relate happenings.

SUGGESTED MATERIALS

State the particular books, workbooks, games, tapes, records, kits, teacher-made items, etc., which are on the needed level and contain the sequence of needed skills.

SUGGESTED MATERIALS

Dade County Systems reading, decoding level 1, oral comprehension, and math, level 3. Basal reader approach, Holt Rinehart Wilson series, for example. Cassette player and recorder. Sounds of a Clock, plus tapes. Programmed Mathematics by Sullivan (Book #1). Tapes for vowel sounds, following directions. Flash X machines. Ginn Word Enrichment Program Level 3, plus records. Barnell Loft Specific Skill Series - Working With Sounds A, Using Context A. Dade County Bulletin 6K, PERCEPTUAL DEVELOPMENT; DIAGNOSIS AND INSTRUCTIONAL RESOURCES. Record player. Programmed Reading Book 2. Teacher-made games for drill. Mott Semi-Programmed Series 1302 (later 1303). Language Master and teacher-made cards for sounds and words. One Too Many Kit A. Daily situations to aid in mathematic concept building.

IMPLEMENTATION

State each person to be involved and precisely what each person will be responsible for.

IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION & DURATION OF SERVICES PROVIDING THE LEAST RESTRICTIVE ENVIRONMENT)

1. The Diagnostic Prescriptive Teacher will provide and Educational Plan by November.
2. The Diagnostic Prescriptive Teacher will actualize the plan by making and/or providing: a) materials and equipment; b) instruction in the necessary techniques and approaches; c) the liaison component among all concerned parties; d) input for the monthly evaluation through daily records; e) instruction in the deficit areas.
3. The Classroom Teacher will aid in the plan implementation using the student's strength areas with assistance from the Exceptional Child Teacher.
4. The Speech Therapist will provide direct and/or indirect services to aid the student to decrease lisping tendencies.
5. The art teacher will contribute to increased control and use of fine motor movements through activities designed and sequenced for this purpose.
6. The physical education teacher will aid in developing controlled large muscle movements.
7. The parents will provide specific support in ways mutually agreed upon.
8. Given the above circumstances, the student should achieve expectancy level status in two years.

EVALUATION

State the precise time schedule, the manner of review, the personnel to be involved, and the materials to be used for re-assessment.

EVALUATION (INCLUDING TIME LINE)

1. The Diagnostic/Prescriptive Teacher with input from others in school will evaluate the student every thirty school days.
2. After one year, he will receive an overall evaluation using the PIAT, the Detroit Tests of Learning Aptitude and other tests as deemed necessary.

The Educational Plan as first written should be considered tentative. The exceptional child teacher (and all others concerned) should try it out for a period of time (approximately 4 weeks), make revisions, and then finalize it when it has been demonstrated that the student is able to profit from such a program.

Morrison-McCall Spelling Scale Form 1

Gary

TEACHER SAID	GARY WROTE	GARY NEEDS	GARY CAN	TENTATIVE TEACHING STRATEGIES	POSSIBLE MATERIALS
1. run	1 run				
2. top	2 + iq				
3. red	3 red				
4. book	4 book				
5. sea	5 sen				
6. play	6 play				
7. lay	7 la				
8. led	8				
9. add	9 tiad				
10. alike	10 like				

DIRECTIONS

1. Individually, analyze the errors Gary made.
2. List what Gary needs to learn in order to spell these words correctly in the future. List any other needs you feel he has also.
3. Based on the task demands, list what Gary can do.
You have 15 minutes.
4. With your group, discuss Gary's needs and reach a consensus. Discuss Gary's abilities also.
5. Based on your knowledge of Gary, decide on tentative teaching strategies and possible materials to use in teaching him.
You have 15 minutes.

SCORING INFORMATION

	Number correct	Grade Level
0	1.0	4
1	1.3	5
2	1.5	6
3	1.7	7

SPELLING TASK DEMANDS

- 1) HAS TO LISTEN (AUDITORY ATTENTION & CONCENTRATION)
- 2) HAS TO DISTINGUISH SOUNDS (DISCRIMINATION)
- 3) HAS TO REMEMBER THE WORD (AUDITORY MEMORY)
- 4) HAS TO SAY THE WORD (KINESTHETIC MOTOR RESPONSE)
- 5) HAS TO FORM THE LETTER THAT MATCHES THE REMEMBERED
SOUND (RECALL FROM PAST INFORMATION; ASSOCIATIVE MEMORY;
DELAYED MEMORY; MOTOR RESPONSE)
- 6) HAS TO WRITE THE LETTERS IN PROPER ORDER (SEQUENCE-TIME
AND SPACE; SOUND BLENDING; AUDITORY CLOSURE; MOTOR
RESPONSE)
- 7) HAS TO HAVE DEVELOPED A SOUND-SYMBOL RELATIONSHIP
(ASSOCIATION OF AUDITORY INFORMATION WITH VISUAL
INFORMATION)
- 8) HAS TO KNOW SPECIFIC FACTS (E.G., WHEN 2 LETTERS STAND
FOR 1 VOWEL SOUND HEARD OR ONE CONSONANT SOUND HEARD, ETC.)
(COGNITION; MEMORY)

SPELLING ERROR ANALYSIS

6a

STIMULUS WORD	RESPONSE	ANALYSIS	RESPONSE	ANALYSIS
1. run	rmu	rotation-kinetic reversal	ran	short vowel
2. top	toy	auditory disc closure reversal	pot	kinetic reversal
3. red	aGh	no knowledge of sound/symbol relationship	rad	short vowel
4. book	kood	kinetic & static reversals	buck	auditory discrimination short vowels
5. sea	c	no sounds-- only letter names	seel	auditory discrimination
6. play	pay	pl blend auditory discrimination possible telescoping	paly	kinetic reversal
7. lay	lul	auditory discrimin. ay diphthong	yay	check speech 'l' sound poor articulation
8. led	laDe	capital & lower case mixed/silent e generalisation misused	laed	short & long vowel confusion
9. add	ande	auditory disc.	aet	short vowels d/t conf.audit.
10. alike	ylk	reversal telescoping sound of y	'like	auditory discrimination beginning schwa sound
11. mine	ain	silent e generalization	ay	ending sound auditory training
12. with	whit	digraph confusion	weth	silent vowel
13. easy	ease	y as vowel at end	ez	by letter name
14. shut	chut	sh-ch confusion	sut	sh sound
15. done	bonn	static reversal d/b double consonant	dun	spelled by sounds needs to learn sight words
16. nearly	nrle	missed vowels-telescoped	nier	double vowel suffix ending

THE EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT

Gary Age 9 Grade 3

THE DOLCH BASIC SIGHT VOCABULARY TEST

The Pre-primer list has 43 words.

The Primer list has 50 words.

Five errors on any list suggests review and reteaching.

PRE-PRIMER LIST I. Stimulus:	Gary Said II.	Type of Error/ Obs. III.	Type of Error Choices / Observations IV.	Gary's Needs V.	Gary Can VI.	Possible Materials VII.
1. down	brown		A. Reversal/rotation			
2. here			B. Adds parts			
3. my			C. Guesses from 1st letter			
4. not	out		D. No attempt			
5. want			E. Guesses word as a whole:			
6. what	that		1. Substitutes word of similar meaning or idea.			
			2. Substitutes word beginning with same sound or letter.			
			3. Substitutes word of similar configuration.			
			4. Substitutes irrelevant word.			
PRIMER LIST Stimulus After 28 stopped.	Gary Said	Type of Error/OBS.	F. Identifies shorter word within a word			
1. find	fun		G. Other			
2. went			H. Phonic Observations:			
3. where			1. Sounds initial letter or blend.			
4. many			2. Sounds initial letter or blend, fuses rest.			
5. found			3. Sounds letter by letter.			
6. sit			4. Sounds by phonogram, or large phonic units.			
7. am	my		5. Sounds by syllables.			
8. saw	said		6. Blends laboriously.			
9. on	no					
10. but	pat					
11. came	caming					
12. seven	some					
13. brown	down					

DIRECTIONS

1. Individually, analyze Gary's errors.
2. Select a letter or letter and number from column IV. Put it in column III.

3. Based on the task demands, list what Gary can do. Use column VI.
4. Based on the information about Gary, decide what his needs are. List them in column V.

5. Decide on materials. List them in column VII. You will have 20 minutes.
6. With your group, discuss findings and reach a consensus for all columns. You have 15 minutes.

EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT #3

ANYWORD

SIGHT WORD TASK DEMANDS

- 1) HAS TO LOOK AT IT (VISUAL ATTENTION & CONCENTRATION)
- 2) HAS TO HAVE HAD EXPERIENCE WITH IT (ASSOCIATION)
- 3) HAS TO REMEMBER IT (VISUAL MEMORY)
- 4) HAS TO DISTINGUISH IT FROM OTHER SYMBOLS
(VISUAL DISCRIMINATION)
- 5) HAS TO SAY IT (TRANSLATE FROM ONE CODE TO ANOTHER--
VISUAL-AUDITORY TO KINESTHETIC-AUDITORY)
- 6) HAS TO UNDERSTAND DIRECTIONS (AUDITORY COMPREHENSION)

THE EDUCATIONAL PLAN GAME: INSTRUCTIONAL STRATEGIES COMPONENT

DIRECTIONS

1. Individually rank the following instructional strategies in order of priority. Each instructional strategy is equally acceptable but you are to order them according to your opinion. Number 1 is the most important and number 9 the least important in your opinion. You have 5 minutes to make your choices.
2. With your group reach a consensus. You have 10 minutes.

STRATEGY	INDIVIDUAL CHOICE	GROUP CHOICE
Use praise	_____	_____
Use varied patterns of V.A.K.T.	_____	_____
Use drill & repetition	_____	_____
Use programmed-like materials	_____	_____
Use concrete situations & materials, when possible	_____	_____
Use multi-media activities & equipment	_____	_____
Use a calm, firm voice	_____	_____
Use manipulative devices & objects	_____	_____
Use uncluttered pages	_____	_____

THE EDUCATIONAL PLAN GAME: INFORMAL PUPIL DIAGNOSIS COMPONENT (IPD)

Gary Age 9 Grade 3 Instructional Level = _____ Phonics Level _____

I. Letter		✓ = correct X = error																Gary's Needs	Gary Can
names		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
sounds		c	t	p	k	m	h	w	f	r	y	b	d	l	s	g	n		
		✓	✓	✓	✓	✓	✓	X	✓	X	✓	X	X	X	✓	✓	X	1.	
II. PP (Pre-primer)		<i>He said "d" "b"</i> we red the look my <i>this he</i> is here for and can																2.	
(Primer)		box fun dog ~~an~~ one help ~~they~~ ~~but~~ ~~at~~ surprise she																3.	
III.		<i>No! Could not do.</i> an in us on ed fan tin bus don bed blan skin plus scon sled shan whin chus thon gled																4.	
																		5.	
																		6.	

INFORMATION

- I. Gary was asked to say the names of the letters.
Then he was asked to say the sound of each of the letters.
- II. Gary was asked to read each of the words across the line.
- III. Gary was asked to read each of the patterns down.

DIRECTIONS

1. Individually, analyze Gary's errors.
2. List his needs based on the information given.
You will have 10 minutes.
3. Put a star by the 2 needs you consider to be of highest priority.
4. Reach a consensus of opinion with your group. You have 10 minutes.



IPD TASK DEMANDS.

- 1) LOOK AT IT (FOCUS ATTENTION & CONCENTRATION)
- 2) PRIOR EXPERIENCE (ASSOCIATION)
- 3) ABLE TO MAKE A VOCAL RESPONSE (KINESTHETIC MOTOR)
- 4) MATCH A VISUAL SYMBOL WITH ITS AUDITORY COUNTERPART
(RECALL; TRANSLATION FROM ONE SYMBOL SYSTEM TO
ANOTHER; MEMORY)
- 5) DISCRIMINATE VISUALLY FROM OTHER LETTERS (VISUAL
DISCRIMINATION)

AN
FAN
BLAN
SHAN

ADDITIONAL TASK DEMANDS

- 6) BLEND (FUSE) INDIVIDUAL SOUNDS INTO A WHOLE
(VISUAL BLENDING COMBINED WITH AUDITORY CLOSURE)
- 7) SEQUENCE SOUNDS (AUDITORY BLENDING; AUDITORY CLOSURE)
- 8) HAVE SPECIFIC KNOWLEDGE (COGNITION; PRIOR EXPERIENCE;
--SHORT VOWEL SOUND RECALL)
--SPECIAL SOUNDS
--VOCABULARY
- 9) UNDERSTAND DIRECTIONS (COGNITION)

INSTRUCTIONAL PRESCRIPTION

Name _____ Date _____

Reading Levels

- Frustration level _____ (to be avoided) Where child misses all or nearly all words.
Instructional level _____ (to be used for teaching) Where 3 errors are made.
Independent level _____ (to be used for library reading and seatwork) Usually one level below his instructional level

Specific Needs

I. Letter names (ref. Lang. Arts Guide, pp. 14, 15)

- (1) needs some instruction _____
(2) needs intensive instruction _____
(3) comment _____

Letter sounds (ref. Lang. Arts Guide, pp. 14, 15, 17, 18)

- (1) needs some instruction _____
(2) needs intensive instruction _____
(3) comment _____

II. Vocabulary level (see reading levels)

comment _____

III. Short vowel sounds and consonant substitution (ref. Lang. Arts Guide)

- (1) needs some instruction in short vowel patterns _____ (pp.18,19,20,21,22)
(2) needs intensive instruction in short vowel patterns _____
(3) needs instruction in combining single consonants with known word parts _____
(4) needs instruction in combining consonant blends with known word parts _____
(5) comment _____

IV. Long vowel sounds and special sounds (ref. Lang. Arts Guide, pp.19,20,21)

- (1) needs instruction in long vowel patterns _____
(2) needs instruction in special vowel sounds _____
(3) comment _____

V. Prefixes and suffixes (ref. Lang. Arts Guide, pp. 24, 26, 28)

- (1) needs instruction in prefixes _____
(2) needs instruction in suffixes _____
(3) comment _____

VI. Syllabication (ref. Lang. Arts Guide, pp. 24, 25)

- (1) needs instruction in hearing number of syllables _____
(2) needs instruction in dividing words into syllables _____
(3) comment _____

IPD COMPONENT
INFORMATION

READING LEVELS

EXPLANATION

Readiness	beginning skills preparatory to the process of reading
PrePrimer	controlled vocabulary, beginning basic sight vocabulary, consonant sounds, short vowel sounds, beginning comprehension, short sentences with much repetition
Primer	sight vocabulary of about 150-300 words, longer sentences, increased comprehension, continuation of short vowel sounds and consonants
1.5	first year, fifth month completed - beginning paragraph reading and comprehension, reading for details, increased sight vocabulary, increased sound-symbol relationships, understands word endings, compound words
2.0	second grade level, beginning of the year, story reading involving reading for understanding, finding main ideas, details, increased skills in sound-symbol process, long vowel sound, consonant blends, digraphs, variant vowels

THE EDUCATIONAL PLAN GAME: ARITHMETIC COMPONENT

GARY Age 9 Grade 3

Stimulus	Gary's Response	R= right X= wrong	Arithmetic Process	Concept Involved	Gary Needs	Gary Can
1) $5 - 4 =$	$5 - 4 = 9$					
2) $7 - 4 =$	$7 - 4 = 5$					
3) $8 - \underline{\quad} = 3$	$8 - 3 = 3$					
4) $\underline{\quad} - 1 = 6$	$3 - 1 = 6$					
5) $8 - 6 =$	$8 - 6 = 2$					
6) $\underline{\quad} - 7 = 1$	$1 - 7 = 1$					
7) $\underline{\quad} + 3 = 10$	$2 + 3 = 10$					
8) $10 - 2 =$	$10 - 2 = 8$					
9) $7 - 0 =$	$7 - 0 = 7$					
10) $9 - 3 =$	$9 - 3 = 6$					
11) $5 + 8 =$	$5 + 8 = 13$					
12) $11 - \underline{\quad} = 7$	$11 - 12 = 7$					
13) $5 + 9 =$	$5 + 9 = 14$					
14) $\underline{\quad} + 2 = 12$	$10 + 2 = 12$					

DIRECTIONS

Gary's arithmetic level = _____

1. Work with a partner.
2. Fill in the chart.
3. Check with another couple.
4. You have 15 minutes.

$$7 + 3 = \underline{10}$$

ARITHMETIC TASK DEMANDS

- 1) LOOK AT IT. (VISUAL ATTENTION & CONCENTRATION)
- 2) PRIOR EXPERIENCES
- 3) RECOGNIZE THAT THE SYMBOLS STAND FOR NUMBERS
- 4) DISCRIMINATE NUMBERS
- 5) HOW TO ACCOMPLISH THE PROCESS OF ADDITION
- 6) UNDERSTANDING OF NUMBERS AND SIGNS
- 7) BE ABLE TO WRITE NUMBERS (MOTOR RESPONSE)
- 8) SPECIFIC KNOWLEDGE
 - 7 STANDS FOR 7 THINGS
 - 3 STANDS FOR 3 THINGS
 - + MEANS PUTTING TOGETHER
 - = MEANS EQUAL UNITS ON BOTH SIDES OF EQUATION

ARITHMETIC AND MATHEMATICS LEVELS

EXPLANATION

1.0

Set equivalence, cardinal numbers to 10, joining and separating sets, addition and subtraction facts to 10 with aids, counting by 2's, 5's, meaning of 1 more or 1 less

1.5

addition and subtraction facts to 10, facts to 18 with aids, 2 digit addition and subtraction (no regrouping), number line, place value (2 digit) simple geometric shapes

2.0

addition and subtraction facts to 18, 2 and 3 digit addition and subtraction (no regrouping) translate number line to equation, write equations for word problems, place value to 999

2.5

properties of addition, addition and subtraction of 2 digit numbers with re-grouping, count by 10's, 100's, 1,000's, expanded notation - 4 digits, odd and even numbers, multiplication as repeated addition, fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{3}$, $\frac{3}{4}$) liquid measure

W.I.S.C. C.A. 8-8 VERBAL 85 PERFORMANCE 72 FULL SCALE 77

Illinois Test of Psycholinguistic Abilities (ITPA)
C.A. 9-0

Sub-Test Scores		Sub-Test Scores	
Information	6	Picture Completion	6
Comprehension	7	Picture Arrangement	4
Arithmetic	7	Block Design	4
Similarities	9	Object Assembly	7
Vocabulary	9	Coding	8
Digit Span	8		

Average Score = 10

A score of 6 and below is to be considered a deficit for teaching purposes.

Sub-Test	SS	Sub-Test	SS
Auditory Reception	31	Auditory Memory	34
Auditory Association	25	Grammatical Closure	6
Verbal Expression	26	Visual Memory	14
Visual Reception	36	Visual Closure	28
Visual Association	20	Auditory Closure	20
Manual Expression	29	Sound Blending	27

Average SS (Standard Score) = 36.

Present entrance criteria for LD = SS of 24 in one area or

SS of 27 in 3 areas.

30's = a strength for teaching purposes

27 and below = a deficit

DETROIT TESTS OF LEARNING APTITUDES C.A. 9-1

Sub-Tests	M.A. (F.A.)
Pictorial Absurdities	6-3
Motor Speed	8-3
Auditory Attention Span for Unrelated Words (AASUW)	4-6
Oral Commissions	6-6
Social Adjustment	10-9
Visual Attention Span for Objects (VASO)	7-5
Orientation	7-9
Memory for Designs	8-6
Auditory Attention Span for Related Syllables (AASRS)	5-9
Visual Attention Span for Letters (VASL)	8-9
Oral Directions	7-9

Present criteria for L.D. = one score of -2³ years from the E.A.

DIRECTIONS

1. Work with a partner.
2. In the blanks provided to the left of each sub-test, put an S if it shows an area of Strength for Gary.
3. In the blanks provided to the left of each sub-test, put a D if it shows an area of Deficit for Gary.

You have 10 minutes.

ADDITIONAL INFORMATION

1. In determining strong and weak points, consider anything below the average to be weak.
2. If all of a child's scores are below average, then consider the highest scores to be his strongest areas and use them in teaching him.

THE EDUCATIONAL PLAN GAME: EDUCATIONAL PLAN COMPONENT

CONGRATULATIONS!

You are almost there. Now you are ready to sum up. Do one area at a time. Follow the suggestions. Look at the blank Educational Plan.

I. Present Level of Performance:

To fill in the information, look back at each of the tests that Gary was given. There is information given which will help you.

Areas of Strength-

Refer to the "Supplementary Information Component." Use the WISC and one other test. Look at all of the correct responses Gary made. See what you wrote under the "Gary Can" columns.

II. Instructional Objectives:

These you have already done! Just compile all the statements under "Gary Needs" columns. Be specific. Tell exactly what you are going to teach him.

III. Strategies:

How can you best teach Gary now that you know more about his strength areas and how he learns? Refer back to each of the Components as you need to. Rely also on "Remediation Activities".

IV. Suggested Materials:

List some materials through which you feel he can learn. Think about his strengths and how he learns best. Think about the reading difficulty of each of the materials. Think about the skills he needs in order to read the materials or to do the arithmetic examples in the materials.

Which materials will help to strengthen his weak areas?

V. Deficit Areas:

Refer to the "Supplementary Information Component". Refer to all of the incorrect responses. What skills did he NOT have? What memory skills did he lack? What visual skills did he lack? What auditory skills did he lack?

Specific Remediation Techniques:

What materials will help you work with him? What exactly will you do? Look at the "Remediation Activities",

VI. Implementation:

You've already begun. You wrote a plan. Think about other people who can help Gary. Show them your Plan and ask them to help. Write their part into Gary's Plan and when the Plan is finished, and you've tried it out, give them a copy.

VII. Evaluation

At first you will want to review and evaluate your Educational Plan almost daily. As you work with the child, you may find that a particular strategy isn't exactly right for him or that some materials are too hard at this time. Feel free to make changes. After a month or so when you feel that the Educational Plan fits your student like a tailored suit, make a final copy and share the Plan with the others involved.

Decide how often to review Part II of the Plan. Then stick to your time schedule. Each time you review it, changes or additions may need to be made. Weekly or monthly reviews might be best. Don't let too much time go by or the instructional needs may change before you realize it.

Remember to check with the other people who play a part in your student's education. They may have information also.

Aren't you surprised at the wonderful job you have done!

The children will appreciate and benefit from your excellent work. GOOD LUCK!

THE EDUCATIONAL PLAN GAME:

EDUCATIONAL PLAN COMPONENT

Gary Age 9 Grade 3

I. Present Level of Performance:

Spelling _____ Basic Sight Vocabulary _____

Reading Instructional Level _____

Phonics _____ Arithmetic _____

Areas of Strengths _____

II. Instructional Objectives: (Pre-reading, pre-
 arithmetic, Reading skills, Phonics & Word Analysis
 Needs, Spelling Needs, Handwriting Needs, Arithmetic
 Needs)

III. Strategies:

IV. Suggested Materials:

V. Deficit Areas:

Specific Remediation Techniques-

VI. Implementation:

VII. Evaluation:

Morrison-McCall Spelling Scale Form 1

Gary

TEACHER SAID	GARY WROTE	GARY NEEDS	GARY CAN	TENTATIVE TEACHING STRATEGIES	POSSIBLE MATERIALS
1. run	run	--Instruction in short vowel sounds, long vowel sounds	1. Spell some words (probably from sight rather than a sound/visual memory symbol approach)	--praise	--tapes, work-sheets
2. top	top	--Instruction in beginning consonant sounds. Instruction in word patterns	2. Form letters that can be recognized.	--daily practice	--records for consonant sounds
3. red	red	--Instruction in proper use of upper & lower case letters	3. Can recall & write numbers (at least 1-10)	--multi-media &	--teacher auditory drills on short vowel sounds & consonants (use chalkboard)
4. book	book	--Instruction to aid in eliminating letter reversals	4. Remember one syllable words	--trace over raised letters, say sound	--use of templates
5. sea	sea	--Instruction in specific skills- "ea", for example	5. Listen (auditory attention & concentration)	--present one vowel sound at a time	at chalkboard & desk
6. play	play	--Instruction in matching what is heard with what is written		--trace over models	--visual clues for b/d/p
7. lay	lay	--Instruction in cursive letter formation		--use large muscles	
8. led	8	--Instruction in proper manuscript letter formation		--color clues	
9. add	add	--Instruction & trainings in eye hand coordination		--games	
10. alike	alike	--Instruction in proper number formation, spacing, instruction in proper slant			

DIRECTIONS

1. Individually, analyze the errors Gary made.
2. List what Gary needs to learn in order to spell these words correctly in the future. List any other needs you feel he has also.

3. Based on the task demands, list what Gary can do.

You have 15 minutes.

4. With your group, discuss Gary's needs and reach a consensus. Discuss Gary's abilities also.

5. Based on your knowledge of Gary, decide on tentative teaching strategies and possible materials to use in teaching him.

You have 15 minutes.

SCORING INFORMATION

Number correct

Grade Level

0 1.0
1 1.3
2 1.5
3 1.7

4
5
6
7

1.8
1.9
2.0
2.1

THE EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT

Gary Age 9 Grade 3

22

THE DOLCH BASIC SIGHT VOCABULARY TEST

The Pre-primer list has 43 words.
The Primer list has 50 words.

Five errors on any list suggests review and reteaching.

PRE-PRIMER LIST I. Stimulus:	Gary Said II.	Type of Error/ Obs. III.	Type of Error Choices / Observations IV.	Gary's Needs V.	Gary Can VI.	Possible Materials VII.
1. down	brown	A	A. Reversal/rotation	1. Instruction in visually distinguishing d/b/p.	1. Remember many words.	Visual tracking (following a line from left to right).
2. here		D	B. Adds parts	2. Instruction in looking at words from left to right in that order (on/no).	2. Give visual attention and concentration.	Use commercial workbooks or the newspaper.
3. my		D	C. Guesses from 1st letter	3. Instruction in consonant sounds.	3. Distinguish many words from others.	Flashcards
4. not	out	A	D. No attempt	4. More experience with the basic sight vocabulary in the preprimer list.	4. Translate from one code symbol to another.	Visual clues in room for d/b/p.
5. want		D	E. Guesses word as a whole:	5. More experience with the basic sight vocabulary in the primer word list.	5. Auditorally understand and follow one direction.	Tapes, records & workbooks for consonant sounds.
6. what	that	G	1. Substitutes word of similar meaning or idea.	6. Instruction in short vowel sounds.		Use BSV words in phrases & sentences.
PRIMER LIST Stimulus After 28 stopped.			2. Substitutes word beginning with same sound or letter.			Games to help with reversal/rotations & words.
1. find	fun	E2	3. Substitutes word of similar configuration.			
2. went		D	4. Substitutes irrelevant word.			
3. where		D	F. Identifies shorter word within a word			
4. many		D	G. Other			
5. found		D	H. Phonic Observations:			
6. sit		D	1. Sounds initial letter or blend.			
7. am	my	A	2. Sounds initial letter or blend, fuses rest.			
8. saw	said	E1 H1	3. Sounds letter by letter.			
9. on	no	A	4. Sounds by phonogram, or large phonic units.			
10. but	pat	A	5. Sounds by syllables.			
11. came	caming	B	6. Blends laboriously.			
12. seven	some	E2 H1				
13. brown	down	A				

DIRECTIONS

1. Individually, analyze Gary's errors.
2. Select a letter or letter and number from column IV. Put it in column III.

3. Based on the task demands, list what Gary can do. Use column VI.
4. Based on the information about Gary, decide what his needs are. List them in column V.

5. Decide on materials. List them in column VII. You will have 20 minutes.
6. With your group, discuss findings and reach a consensus for all columns. You have 15 minutes.

Gary Age 9 Grade 3 Instructional Level = Primer Phonics Level Pre-P

I. Letter		✓ = correct X = error															
names		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		c	t	p	k	m	h	w	f	r	y	b	d	l	s	g	n
sounds		✓	✓	✓	✓	✓	✓	X	✓	X	✓	X	X	X	✓	✓	X

He said "d" "b"

II. PP (Pre-primer) we red the look my *this he* is here for and can

(Primer) ^(P) box fun dog ~~an~~ one help ~~they~~ ~~but~~ ~~at~~

surprise she

III. *No! Could not do.*

an	in	us	on	ed
fan	tin	bus	don	bed
blan	skin	plus	scon	sled
shan	whin	chus	thon	gled

Gary's Needs	Gary Can
1. To learn sounds of w, r, b, d, l, n, & probably other consonant sounds.	1. Say names of many consonant letters.
2. To receive instruction in direction of b/d/p - laterality instruction leading to directionality.	2. Say the sound associated with the symbols c, t, p, k, m, h, f, y, s, g.
3. To receive instruction in blends (bl, cl, dr...)	3. Remember some words on the preprimer level and primer level.
4. To receive instruction in short vowel sounds and patterns.	
5. To receive instruction in the blending process (ma t)	
6. To receive drill to diminish perceptual type word recognition errors.	
7. To receive practice reading preprimer words in phrases & sentences.	
8. Further testing-consonant sounds.	

INFORMATION

- I. Gary was asked to say the names of the letters.
Then he was asked to say the sound of each of the letters.
- II. Gary was asked to read each of the words across the line.
- III. Gary was asked to read each of the patterns down.

DIRECTIONS

1. Individually, analyze Gary's errors.
2. List his needs based on the information given.
You will have 10 minutes.
3. Put a star by the 2 needs you consider to be of highest priority.
4. Reach a consensus of opinion with your group. You have 10 minutes.

THE EDUCATIONAL PLAN GAME: ARITHMETIC COMPONENT

GARY Age 9 Grade 3

Stimulus	Gary's Response	R= right X= wrong	Arithmetic Process	Concept Involved	Gary Needs	Gary Can
1) $5 - 4 =$	$5 - 4 = 9$	X	-	Careless sign	1. More experiences with numbers 1-10 (11-20 later). 2. To be given help in figuring out the missing addend ($+4=6$). 3. More concrete experiences using objects discovering for himself. 4. Instruction to aid in developing concept of symbols $\pm$ signs. 5. Further testing in a) vertical addition & subtraction facts 1-10 b) greater than, lesser than. 6. Guidance & practice in estimating answers.	1. Write numbers (motor response) 2. Remember a few facts (visual memory & recall). 3. Give visual attention & concentration. 4. Discriminate numbers. 5. Accomplish the process of addition & subtraction at times. 6. Recognize that symbols stand for numbers.
2) $7 - 4 =$	$7 - 4 = 5$	X	-	1-10 facts		
3) $8 - \underline{\quad} = 3$	$8 - 3 = 3$	X	-	1-10 facts		
4) $\underline{\quad} - 1 = 6$	$3 - 1 = 6$	X	-	1-10 facts, numeral unknown		
5) $8 - 6 =$	$8 - 6 = 2$	R	-	1-10 facts		
6) $\underline{\quad} - 7 = 1$	$1 - 7 = 1$	X	-	1-10 facts		
7) $\underline{\quad} + 3 = 10$	$2 + 3 = 10$	X	+	1-10 facts, numeral unknown		
8) $10 - 2 =$	$10 - 2 = 8$	X	-	1-10 facts		
9) $7 - 0 =$	$7 - 0 = 7$	R	-	1-10 facts, 0 sub.		
10) $9 - 3 =$	$9 - 3 = 6$	R	-	1-10 facts O.K.		
11) $5 + 8 =$	$5 + 8 = 13$	R	+	1-20 facts O.K.		
12) $11 - \underline{\quad} = 7$	$11 - 11 = 7$	X	-	1-20 facts		
13) $5 + 9 =$	$5 + 9 = 14$	R	+	1-20 facts O.K.		
14) $\underline{\quad} + 2 = 12$	$10 + 2 = 12$	R	+	1-20 facts, numeral unknown O.K.		

DIRECTIONS

1. Work with a partner.
2. Fill in the chart.
3. Check with another couple.
4. You have 15 minutes.

Gary's arithmetic level = 1.5

7. Use numbers and signs to a degree.
8. Remember & use some specific knowledge.

W.I.S.C. C.A. 8-8 VERBAL 85 PERFORMANCE 72 FULL SCALE 77

Illinois Test of Psycholinguistic Abilities (ITPA)
C.A. 9-0

Sub-Test Scores		Sub-Test Scores	
<u>D</u> Information	6	<u>D</u> Picture Completion	6
<u>Comprehension</u>	7	<u>D</u> Picture Arrangement	4
<u>Arithmetic</u>	7	<u>D</u> Block Design	4
<u>S</u> Similarities	9	<u>Object Assembly</u>	7
<u>S</u> Vocabulary	9	<u>Coding</u>	8
<u>Digit Span</u>	8		

Average Score = 10

A score of 6 and below is to be considered a deficit.

Sub-Test	SS	Sub-Test	SS
<u>S</u> Auditory Reception	31	<u>S</u> Auditory Memory	34
<u>D</u> Auditory Association	25	<u>D</u> Grammatic Closure	6
<u>D</u> Verbal Expression	26	<u>D</u> Visual Memory	14
<u>S</u> Visual Reception	36	<u>Visual Closure</u>	28
<u>D</u> Visual Association	20	<u>D</u> Auditory Closure	20
<u>Manual Expression</u>	29	<u>D</u> Sound Blending	27

Average SS (Standard Score) = 36.

Present entrance criteria for LD = SS of 24 in one area or
SS of 27 in 3 areas.

DETROIT TESTS OF LEARNING APTITUDES C.A. 9-1

Sub-Tests	M.A. (F.A.)
<u>D</u> Pictorial Absurdities	6-3
<u>S</u> Motor Speed	8-3
<u>D</u> Auditory Attention Span for Unrelated Words (AASUW)	4-6
<u>D</u> Oral Commissions	6-6
<u>S</u> Social Adjustment	10-9
<u>Visual Attention Span for Objects (VASO)</u>	7-5
<u>Orientation</u>	7-9
<u>S</u> Memory for Designs	8-6
<u>D</u> Auditory Attention Span for Related Syllables (AASRS)	5-9
<u>S</u> Visual Attention Span for Letters (VASL)	8-9
<u>Oral Directions</u>	7-9

Present criteria for L.D. = one score of -2³ years from the C.A.

DIRECTIONS

1. Work with a partner.
2. In the blanks provided to the left of each sub-test, put an S if it shows an area of Strength for Gary.
3. In the blanks provided to the left of each sub-test, put a D if it shows an area of Deficit for Gary.

You have 10 minutes.

ADDITIONAL INFORMATION

1. In determining strong and weak points, consider anything below the average to be weak.
2. If all of a child's scores are below average, then consider the highest scores to be his strongest areas and use them in teaching him.

APPENDIX SECTION I

EDUCATIONAL PLAN PRESCRIPTION

NAME: Gary BIRTHDATE: December GRADE: 3 Retained 1 SEX: Male DATE: November 19

SUGGESTED ANSWERS

LANGUAGE PROFICIENCY: A B C D E

I. PRESENT LEVEL OF EDUCATIONAL PERFORMANCE:

Word Recognition <u>BSV= Pre-Primer</u>	Estimate List. Potential _____	General Information _____
Reading Comprehension _____	Spelling <u>1.8</u>	Vocational _____
Silent Reading _____	Math Computation <u>First (1.5)</u>	Other <u>Phonics-Primer</u>
Oral Reading <u>Words-Primer</u>	Math Reasoning _____	

STRENGTHS: ITPA: Auditory Reception, Visual Reception, Auditory Memory;

WISC: Similarities, Vocabulary; DETROIT: Social Adj., Memory for Designs, VASL

(Use also: Visual Memory, Attention Span following directions, one at a time auditorially.)

II. INSTRUCTIONAL OBJECTIVES:

A. LONG-RANGE GOALS (for one year)

1. To improve student's reading, spelling, arithmetic and writing skills as measured on instruments and compared to those originally given by 1½ years.
2. To expand the student's ability to profit from information presented visually and/or auditorially as measured by sub-tests of the ITPA by at least 1 year.

B. IMMEDIATE OBJECTIVES (to be evaluated and updated every nine weeks)

1. To provide instruction and practice in usage of consonants (w,r,b,d,l,n) review others.
2. To provide instruction and practice leading to application in using short vowel sounds and patterns (a,i,u,o,e,at,an, etc.)
3. To provide activities leading to the understanding of the process of blending sounds into words.
4. To present materials and instruction leading to knowledge and practice in unknown blends (bl,cl,dr, ect.)
5. To moderate the number of perceptual-type errors made when working with designs, letters and words.
6. To increase the basic sight vocabulary of the student beginning with PP words in isolation, and phrases and sentences and gradually increasing the BSV to that of primer, level one, etc.
7. To provide practice in proper orientation, especially left to right movement.
8. To provide fine motor training -- copying designs (basic, to more complex) letters, words, both manuscript and cursive (round letters, stick letters, joining the r,w,u, etc.) proper slant of letters.
9. To give instruction and practice leading to the development of the concepts involved with estimating answers in arithmetic, finding the missing addend, using number facts 0-9 (later 11-20), vertical and horizontal, signs.

III. STRATEGIES:

Use praise; varied patterns of V.A.K.T.; drill and repetition; programmed-like materials; concrete situations, when possible; multi-media activities and equipment; a calm, firm voice; manipulatives; uncluttered pages; encourage questions.

IV. SUGGESTED MATERIALS:

High interest units-Bats and Other Sonar Animals, Bulletin 6K, Ginn Word Enrichment Program 2 + workbook & records, Primary Phonics Workbook 1, Templates, ADC Dictation, Visual Tracking, Games

IV. (continued) for consonants, vowels, blends,

We Read Sentences A-1, Holt's A Place For Me+ workbook, Flashcards, Programmed Arithmetic Level 5,6,7,12; Language Master + teacher-made cards, Flash-X Machine + teacher-made discs, 3M and Ideal vowel, short vowel tapes + worksheets.

V. DEFICIT AREA:

WISC: Info, Block Design, Digit Span, Pict. Arr.; ITPA: Aud. Assoc, Vis. Closure, S. Blending, Oral Comm. AASRS, DETROIT: Verbal Exp., Gr. Closure, Vis. Memory. SPECIFIC REMEDIATION TECHNIQUES: Basic concepts (days, etc.); Rhythm & tapping - buzzer, repeat digits, letters, stress rules, incomplete stories & number sentences, copying, sorting, figure-ground, cut up cartoons, cause & effect situations.

VI. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION OF SERVICES PROVIDING THE LEAST RESTRICTIVE ENVIRONMENT):

1. The Diagnostic Prescriptive Teacher will write an Educational Plan Prescription within one month of placement.
2. The DPT will follow the Plan and act as liaison person.
3. The Classroom Teacher will help and supplement needs and activities as per Plan and conferences.
4. The art teacher and physical education teacher will aid in motor skills training.
5. The Counselor will aid in the program through suggestions, advice and training when appropriate.
6. The music teacher will contribute through auditory skills training and information related to the field.
7. The parents will give supportive and positive help to the school and student as decided in periodic conferences.

8. The student will assume responsibility for his learning as decided through contracts.

9. Given the above circumstances, the student should achieve to within 2 years of expectancy achievement by the end of this school year.

VII. EVALUATION (INCLUDING TIME LINE):

The Ed. Plan will be reviewed daily for 1 month, once a week for a month and in 3 months; each 9 weeks updated. Re-assessment will occur each year thereafter.

Morrison McCall Spelling Scale

Words Correct	Grade Score	Words Correct	Grade Score	Words Correct	Grade Score
0	1.0	18	3.5	36	6.8
1	1.3	19	3.7	37	7.0
2	1.5	20	3.9	38	7.3
3	1.7	21	4.1	39	7.5
4	1.8	22	4.2	40	7.7
5	1.9	23	4.3	41	8.0
6	2.0	24	4.5	42	8.4
7	2.1	25	4.7	43	8.8
8	2.2	26	4.9	44	9.3
9	2.3	27	5.1	45	9.8
10	2.4	28	5.2	46	10.5
11	2.5	29	5.4	47	11.2
12	2.6	30	5.6	48	11.7
13	2.7	31	5.8	49	12.5
14	2.8	32	6.0	50	13.0
15	3.1	33	6.2		
16	3.3	34	6.4		
17	3.4	35	6.6		

List I

1. run
2. top
3. red
4. book
5. sea
6. play
7. lay
8. led
9. add
10. alike
11. mine
12. with
13. easy
14. shut
15. done
16. body
17. anyway
18. omit
19. fifth
20. reason
21. perfect
22. friend
23. getting
24. nearly
25. desire
26. arrange
27. written
28. season
29. popular
30. interest
31. pleasant
32. therefore
33. folds
34. celebration
35. minute
36. divide
37. necessary
38. height
39. reference
40. career
41. character
42. separate
43. committee
44. annual
45. principle
46. immense
47. judgment
48. acquaintance
49. discipline
50. lieutenant

The boy can run.
 The top will spin.
 My apple is red.
 I lost my book.
 The sea is rough.
 I will play with you.
 Lay the book down.
 He led the horse to the barn.
 Add these figures.
 These books are alike.
 That bicycle is mine.
 Mary will go with you.
 Our lessons are not easy.
 Please shut the door.
 Has he done the work?
 The chest is a part of the body.
 I shall go anyway.
 Please omit the next verse.
 This is my fifth trip.
 Give a reason for being late.
 This is a perfect day.
 She is my friend.
 I am getting tired.
 Nearly all of the candy is gone.
 I have no desire to go.
 Please arrange a meeting for me.
 I have written four letters.
 Search for your book.
 He is a popular boy.
 Show some interest in your work.
 She is very pleasant.
 Therefore, I cannot go.
 My folks have gone away.
 There will be a celebration today.
 Wait a minute.
 Divide this number by ten.
 It is necessary for you to study.
 What is your height?
 He made reference to the lesson.
 The future holds a bright career for you.
 He has a good character.
 Separate these papers.
 The committee is small.
 This is the annual meeting.
 The theory is wrong in the principle.
 The man is carrying an immense load.
 The teacher's judgment is good.
 He is an acquaintance of mine.
 The army discipline was strict.
 He is a lieutenant.

INFORMAL INVENTORY...SPELLING

This was made by taking a random sample from the words introduced at each grade level in a number of widely used spellers.

Reported in EDUCATION, Volume 76 No. 5 January 1956, What About Spelling? by Emmett A. Betts. pp. 310-325.

Procedure: Pronounce each word distinctly. Use the word in a sentence. Pronounce the word again. Have the student write the word. Give each column to determine the achievement level which is the highest level at which a score of 92 to 100% is obtained; and the instructional level, the highest level at which a score of 74 to 88% is obtained.

Compare the results with the student's reading achievement. Before a child can be taught to spell a word, the word must be in his reading vocabulary. There must be ability to identify the form and associate meaning.

Level II

- | | |
|------------|-----------|
| 1. will | 11. walk |
| 2. some | 12. happy |
| 3. at | 13. off |
| 4. good | 14. live |
| 5. but | 15. four |
| 6. man | 16. boat |
| 7. look | 17. five |
| 8. store | 18. as |
| 9. morning | 19. grow |
| 10. take | 20. next |

Level III

- | | |
|-------------|-------------|
| 1. laughing | 13. songs |
| 2. oh | 14. face |
| 3. could | 15. lost |
| 4. know | 16. seeds |
| 5. letter | 17. dry |
| 6. yellow | 18. few |
| 7. don't | 19. dark |
| 8. yard | 20. safe |
| 9. grass | 21. flying |
| 10. rained | 22. among |
| 11. stand | 23. gold |
| 12. which | 24. stopped |
| | 25. I'll |

Level IV

- | | |
|-----------|---------------|
| 1. food | 13. thick |
| 2. pins | 14. wishes |
| 3. trade | 15. sounds |
| 4. race | 16. mouse |
| 5. honey | 17. tomorrow |
| 6. choose | 18. less |
| 7. color | 19. cost |
| 8. family | 20. pages |
| 9. build | 21. broken |
| 10. won't | 22. voice |
| 11. wear | 23. breakfast |
| 12. burn | 24. mailed |
| | 25. Sept. |

Level V

- | | |
|--------------|---------------|
| 1. born | 13. tin |
| 2. biggest | 14. capture |
| 3. ought | 15. blood |
| 4. gallon | 16. coffee |
| 5. writing | 17. railroads |
| 6. Wednesday | 18. promise |
| 7. test | 19. newspaper |
| 8. badly | 20. earn |
| 9. discover | 21. fact |
| 10. sort | 22. record |
| 11. quiet | 23. simple |
| 12. shade | 24. valley |
| | 25. bow |

Level VI

- | | |
|---------------|---------------|
| 1. rapidly | 13. doubt |
| 2. against | 14. trial |
| 3. all right | 15. accept |
| 4. general | 16. sailor |
| 5. common | 17. conductor |
| 6. usual | 18. reduce |
| 7. choice | 19. explore |
| 8. success | 20. sense |
| 9. lock | 21. diamond |
| 10. defeat | 22. faint |
| 11. carefully | 23. object |
| 12. complete | 24. fright |
| | 25. limb |

Level VII

- | | | |
|----------------|---------------|-----------------|
| 1. ability | 9. present | 17. mystery |
| 2. expense | 10. steer | 18. securing |
| 3. liquid | 11. split | 19. cocoa |
| 4. replace | 12. namely | 20. deposit |
| 5. generally | 13. decrease | 21. introduce |
| 6. envelope | 14. extremely | 22. explaining |
| 7. affect | 15. noble | 23. aware |
| 8. improvement | 16. corrected | 24. advertising |
| | | 25. mayor |

DOLCH'S BASIC SIGHT VOCABULARY
OF 220 WORDS

1) a	go	jump	pretty	two
little	red	up	big	have
want	blue	help	make	said
here	me	see	what	come
the	work	down	in	not
for	is	one	three	funny
and	green	look	ride	we
can	I	my	this	you
it	play	to		

2)all	do	like	ran	that
eat	new	run	then	will
now	saw	they	with	at
say	too	yellow	away	get
walk	yes	black	good	our
but	he	out	some	went
please	stop	where	did	laugh
who	am	are	fast	find
on	open	she	so	was
came	into	put	thank	

3)about	by	give	if	no
after	call	going	its	of
again	cold	grow	just	old
around	could	had	know	once
ask	every	has	let	over
as	five	her	long	round
ate	fly	him	many	seven
be	found	his	may	sing
brown	from	how	must	sit
sleep	very	soon	warm	take
well	them	were	there	when
think	why	under	wish	upon
your	us			

4.)

always	an	any	because	been
before	best	hurt	use	better
both	bring	drink	got	much
right	off	start	these	eight
hold	myself	shall	those	buy
six	or	fall	hot	never
show	today	carry	far	together
does	clean	first	keep	only
small	try	cut	four	kind
full	light	own	tell	wash
done	gave	live	pick	ten
would	don't	goes	made	pull
their	draw	read	which	write

Name _____ Grade _____ 61

DOLCH WORDS USED IN SENTENCES

Compare the reading a pupil does in sentences to that of his calling isolated words from a word list. He may be able to pronounce words in an isolated word list but have difficulty when those same words are clustered together. He may:

- have a figure-ground problem
- not have had enough practice with the words
- have difficulty following a line of print
- not recognize the words when they have a capital letter
- only recognize the word on your flashcard

Sample Sentences

PrePrimer List

- 1) See this work.
- 2) Do it for me.
- 3) I have a green one.
- 4) Come down here and play.

Primer List

- 1) They will run now.
- 2) Who saw our play?
- 3) Walk away fast!

Special Reading Services

Form B

4. Squeeze willing weight nervousness shear pedal breathe
burst ought yelled
5. Action mixture committee foreign calm leisure die
hailed immense thermometer
6. abandon athletic limit source casually national
fantastic protested verdict threatened
7. decreased tactful degradation moderate garbage
candidate wrestled carburetor omelet transmission

III.

an	in	us	on	ed
gan	rin	tus	lon	hed
gran	brin	skus	blon	sted
chan	shin	whus	thon	tred

IV.

mobe	shay	terk	mawl
mite	beed	gard	dout
nete	dail	burt	poin
sape	heap	cort	soob
ruke	roat	dirp	kaup

V. IDENTIFY PREFIX OR SUFFIX

unlike lovely hopeful biggest farmer
return helpless imperfect disable

VI. SYLLABICATION

welcome minute vinegar coconuts
higher climbed creatures beautiful

Special Reading Services

DIRECTIONS FOR ADMINISTRATION OF INFORMAL PUPIL DIAGNOSIS

A. General

1. Have one copy of diagnosis for child to read. It may be mounted on tagboard for ease in handling.
2. Have one copy of diagnosis for teacher to mark (for each pupil).
3. Sit slightly behind and to the right of pupil so that marking of test will not distract him.
4. Fill in all spaces at top of sheet before beginning test.

B. Specific

1. Part I Letter Names and Sounds

- a. Ask child to give names of letters. Record all responses in space above.
- b. Ask child to give sound of letters. Record all responses in space below.
- c. Accept either sound of c, y, and g.

2. Part II Vocabulary Levels

- a. Ask child to begin reading at row PP and read each row of words until told to stop.
- b. Circle level where child makes three or more errors.
- c. Try next level. His instructional level will be the first level at which errors do not exceed three.

3. Part III Short Vowel Sounds; Consonant Substitution

- a. Ask child to read each column of words. Record all responses.

4. Part IV Long Vowel Sounds and Special Sounds

- a. Ask child to read each row of words. Record all responses.

5. Part V Prefixes and Suffixes

- a. Ask child to show the part which has been added to each root word. Circle part he indicates.
- b. If desired ask how added part changes the meaning of the word.

6. Part VI Syllabication

- a. Instruction Level 1 and 2
 - (1) Teacher pronounces word and child tells how many parts he hears.
 - (2) Write number child gives above the word.
- b. Instructional Level 3 - 7
 - (1) Ask child to tell where he would divide each word into syllables (parts).
 - (2) Teacher marks copy as child gives division(s). Accept any division that indicates the child is aware that the number of vowel places is a clue to the number of syllables e.g., one syllable in bed, read. Two syllables in shuf/le or shuff/le.

C. Evaluation

1. Determine instructional (basal) level from results of Part II.
2. Determine special needs grouping from results of Part I, III, IV, V, and VI.

D. Recording Cord

1. Record all incorrect responses (e.g., are for our).
2. Use the following symbols: ✓ = correct, x = incorrect, 0 = omission, h = three-second hesitation, R = repetition.

SUGGESTED INSTRUCTIONAL STRATEGIES

Use visual whole-word approach
 Use auditory sound symbol method
 Use kinesthetic approach
 Use varied patterns of V.A.K.T.
 Use drill and repetition
 Use concrete situations and materials when possible
 Use multi-media activities and equipment
 Use programmed-like and programmed materials
 Use praise
 Use a calm, firm voice
 Use manipulative devices and objects
 Use uncluttered pages
 Provide questions prior to oral or silent reading
 Use chart stories with pictorial representations of vocabulary words to supplement basal reader
 Use small group instruction
 Give explanations for expected behavior
 Use high interest, low vocabulary books
 Give oral arithmetic problems based on daily life situations

Use strength areas for instruction
 Remediate deficit areas (especially . . .)
 Use life situations for problem-solving
 Give immediate praise and/or reward for positive behaviors
 Use headphones in combination with visual stimuli
 Use audio-visual equipment
 Oral directions, oral stories, etc. should be accompanied by visual & haptic input
 Drill through games
 Use varied time spans
 Provide high interest units
 Provide child involved materials
 Use practical application of problems to be solved
 Provide visual clues
 Use clear dark dittoes
 Provide a quiet environment
 For writing use:
 Visual to motor method
 Visual to auditory to visual-motor method
 Kinesthetic to visual-motor method
 Kinesthetic to auditory to visual-motor

Use Grapho-vocal approach for spelling
 Use look and spell method
 Use part to whole approaches
 Encourage questions
 Use encouragement.
 Use total communication - speech, speech reading, auditory training, finger spelling, signing, gesturing.

FIRST GRADE DIAGNOSTIC TEST

Make a copy of this test for each child that is to be tested. The teacher will read the following directions for numbers 1 through 3. The problems numbered 4 through 7 may be done independently by the children.

1. Write the number of dots under each group.
2. Write the missing numbers in each line
3. Write the missing numbers to finish each number story.

1. 0 0 0 0 0 0 0 0 0 0 0
 0 0 0 0 0 0 0 0 0
 0 0 0 0 0 0

2. 7 is 1 more than _____ 4 is 1 less than _____
 4 is 1 more than _____ 2 is 1 less than _____
 6 is 1 more than _____ 9 is 1 less than _____
 9 is 1 more than _____ 5 is 1 less than _____

3. 4 + 5 = 5 2 3 1
 8 - 6 = +1 +2 -1 +1
 2 + 5 =
 3 + 2 = 3 5 7 3
 +3 +3 -4 +1

4. Draw a clock that says 7 o'clock.

5. Draw a line segment 3 inches long.

6. A dime is _____ cents.

7. A nickel is _____ cents.

SUGGESTED ARITHMETIC INFORMAL TEST

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$3 + 7 = \underline{\quad}$$

$$2 + 6 = \underline{\quad}$$

$$0 + 4 = \underline{\quad}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$$

$$16 - 9 = \underline{\quad}$$

$$\underline{\quad} - 1 = 8$$

$$14 - \underline{\quad} = 6$$

$$\begin{array}{r} 43 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 254 \\ + 135 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ 32 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ 36 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 267 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 3 \\ \hline \end{array}$$

EDUCATIONAL PLAN

NAME: _____ BIRTHDATE: _____ GRADE: _____ DATE: _____

I. PRESENT LEVEL OF ACADEMIC PERFORMANCE

READING TEST: _____

Sub-Tests: _____

SPELLING TEST _____

GENERAL INFO. _____

WORD RECOGNITION _____

ARITHMETIC TEST: _____

OTHER _____

ORAL READING _____

Sub-Tests: COMPUTATION _____

SILENT READING _____

REASONING _____

ESTIMATED LISTENING
POTENTIAL _____

I.R.I. _____

STRENGTHS: _____

II. INSTRUCTIONAL OBJECTIVES

A. LONG-RANGE GOALS _____

B. IMMEDIATE OBJECTIVES _____

III. STRATEGIES

IV. DEFICIT AREA

SPECIFIC REMEDIATION TECHNIQUES

V. SUGGESTED MATERIALS

VI. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION)

VII. EVALUATION (INCLUDING TIME LINE)

A P P E N D I X SECTION II

(Please note page number system changes in this section)

WISC

ARITHMETIC

MEASURES - the child's ability to solve arithmetic word problems which are figured mentally without the aid of pencil or paper. It shows practical knowledge of computational facts and concepts.

EDUCATIONAL IMPLICATIONS - This sub-test requires the child to manipulate complex thought patterns, to follow verbal directions, to concentrate on selected stimuli, and to utilize abstract concepts of number and numerical operations. Overall numerical reasoning abilities are involved.

REMEDIATION PROCEDURES:

See Pages 4 and 5

BLOCK DESIGN

MEASURES - the ability to perceive, analyze, synthesize and reproduce abstract designs. It involves visual-motor coordination plus sustained concentration.

EDUCATIONAL IMPLICATIONS - This sub-test utilizes non-verbal concept formation, capacity for sustained effort, visual motor coordination, abstract and concrete thinking ability and overall ability to plan and organize.

REMEDIATION PROCEDURES:

See Pages 5 and 6.

CODING

MEASURES - nonverbal organization and memory. Requires association of symbols, psychomotor speed, visual-motor dexterity, and flexibility in new learning situations.

EDUCATIONAL IMPLICATIONS - visual motor dexterity, pencil manipulation, speed and accuracy.

REMEDIATION PROCEDURES:

See Pages 6 and 7.

COMPREHENSION

MEASURES - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

EDUCATIONAL IMPLICATIONS - child draws upon past experiences in reaching the solution to common sense problems and situations.

REMEDICATION PROCEDURES:
See Pages 7 and 8.

DIGIT SPAN

MEASURES - rote sequential memory for digits, as well as mental manipulation and concentration.

EDUCATIONAL IMPLICATIONS - ability to recall auditory information in proper sequence and detail is measured by this test. This test also demands of the child the ability to hold attention and the ability to synthesize and organize in a structured situation.

REMEDICATION PROCEDURES:
See Pages 9 and 10.

INFORMATION

MEASURES - range of information acquired both in the home and at school. It requires associative thinking and general comprehension of facts.

EDUCATIONAL IMPLICATIONS - measures associative thinking and general comprehension of facts which are acquired both in the home and school. The acquisition of these facts is based on the child's interest, background, alertness to his surroundings and his overall urge to collect knowledge.

REMEDICATION PROCEDURES:
See Pages 8 and 9.

OBJECT ASSEMBLY

MEASURES - visual-motor coordination, synthesis of concrete forms, spatial orientation, and flexibility in working toward a goal.

EDUCATIONAL IMPLICATIONS - simple assembly skills, and the ability to synthesize concrete parts into meaningful wholes.

REMEDICATION PROCEDURES:
See Page 10.

PICTURE ARRANGEMENT

MEASURES - the ability to see a total situation based on visual comprehension, temporal sequence, and "social intelligence".

EDUCATIONAL IMPLICATIONS - based on visual comprehension and organization and environmental experiences.

REMEDIATION PROCEDURES:
See Page 11.

PICTURE COMPLETION

MEASURES - perceptual and conceptual ability, the ability to visualize essential from non-essential detail, and long term visual memory.

EDUCATIONAL IMPLICATIONS - identify familiar stimuli from one's environment (school and home). The individual's visual conceptual abilities are also measured.

REMEDIATION PROCEDURES:
See Page 12.

SIMILARITIES

MEASURES - both abstract and concrete reasoning abilities and the ability to form verbal concepts.

EDUCATIONAL IMPLICATIONS - it involves verbal concept formation, capacity for associative thinking and remote memory.

REMEDIATION PROCEDURES:
See Page 13.

VOCABULARY

MEASURES - the child's verbal resources and reflects his level of education and culture. It evaluates his ability to understand words and his general range of ideas and information.

EDUCATIONAL IMPLICATIONS - the individual's accumulated verbal learning ability, range of ideas, fund of information, and qualitative levels of reasoning ability.

REMEDIATION PROCEDURES:
See Page 14.

ARITHMETIC REMEDIATION PROCEDURES

Primary Level:

1. Present groups of objects (blocks, pencils, chairs, pictures) and introduce concepts of more, most, least, less.
2. Use a picture line - cards with simple pictures - and teach concepts of first, last, second, middle, and next to last.
3. Teach counting numbers by having child match sets (doll, block, ball - set of toys, dog, cat, horse - set of animals). Child should match similar sets by number and classification.
4. Identify number names and number order by rote and with objects.
5. Introduce geometric shapes (line, square, triangle, circle) and have child trace, copy, match, and name.
6. Encourage familiarity with time and measurement through the use of clock face, calendar, money, and ruler.
7. At the end of the primary period, the child should be expected to count from one to one hundred, add sums of ten and under, and have some simple subtraction facts within his grasp.

Upper Primary Level

1. Where necessary, review and reinforce primary level skill.
2. Extend numerical concepts such as equalities and inequalities, addition and subtraction facts through one hundred and number families. concrete objects may be used for demonstration. Drill and practice of facts are essential.
3. Emphasis should be placed upon the concept of ZERO by use of a variety of arithmetical tasks involving the use of the zero. An abacus may be used to demonstrate place value and the role of zero (the role of the zero can never be overemphasized especially with a child who displays a deficiency in this sub-test).
4. Introduce the concept of halves and quarters (simple fractions). Flannel board material, blocks, and pie cut-outs may be used for demonstration.
5. Using concrete visual aids, simple multiplication and division facts may be introduced. Drills in simple times tables may be attempted. Flash card material may be teacher-made or purchased commercially.
6. Introduce simple word problems utilizing number skills acquired at this level. Have the child present word problems for solving (insure that child knows the solution to his own word problem).
7. Teacher concept of odd and even numbers, concrete objects may be used.

Intermediate Level

1. Review and reinforce previous concepts that the child was exposed to and is expected to know. Do not take the child's knowledge of basic facts for granted.
2. Drill and practice of facts is essential. Make drill and practice interesting by a variety of experiences. Children may figure batting averages, won-lost percentages, bowling averages, and approximate costs of groceries or other home expenses.

Arithmetic continued

3. Use of decimals in addition, subtraction, multiplication, and division can be presented and drilled with similar exercises as mentioned previously.
4. Simple graph procedures may be introduced (bar graph). Graphs may be made of the children's height or weight.
5. Methods of measurement may be extended. Child can measure the classroom, the school building, or the distance another classmate jumps or throws a ball.
6. Grade level concepts continued to be taught with emphasis upon visual aids and concrete demonstrations for the child who has a disability in the arithmetic reasoning areas.

BLOCK DESIGN REMEDIATION PROCEDURES

Teaching Procedures: The teacher should tie in various concepts that the child has learned and present material in an organized and meaningful manner in order to show the relationships of these concepts. Such a child tends to learn piecemeal, consequently, in giving directions, the teacher should initially stress concrete rather than the abstract instructions until the child's ability to deal with abstractions improves.

Primary Level:

1. Make extensive use of concrete materials such as blocks, pictures, peg-boards. Use of Stern materials and Cuisenaire Rods in teaching basic math.
2. More time should be used when introducing new materials to a child with this disability.
3. Present new work sequentially and give ample opportunity to master a new concept before the next concept is presented.
4. There should be frequent reinforcement of previously acquired skills by allowing more time for practice exercises.
5. Visual perceptual abilities may have to be reinforced by use of the Frostig materials, Continental Press materials, and Visual Motor Integration materials. If formal materials are not available, encourage exercises in tracing and coloring within lines.
6. Make use of paper cutting and folding exercises.
7. Form board exercises should be helpful to this child.

Upper-Primary Level

1. Extension of exercises and activities from primary level appropriate to grade level.
2. Encouragement of independent free drawing and structured art activities, (copying).
3. Make use of puzzles appropriate to chronological age level.
4. Use spirogram type games for geometric pattern drawing.
5. Assembling parts of compound words from a master list to which the child can refer can be useful.

6. Engage child in sorting exercises by size, texture, color (buttons, blocks, beads).
7. Use exercise in figure ground (finding hidden geometric shapes, refer to Frostig materials).

Intermediate Level

1. Present jumbled sentences that the child has to reconstruct according to a master list and freedom of choice.
2. Make use of advanced jigsaw puzzles.
3. Emphasize the copying of material from the board and from books (words, sentences, figures, numbers).
4. Require the child separate real words from nonsense words.
5. Have the child categorize picture topics or subjects such as transportation-land, sea, air; foods-fats, protein, carbohydrates.
6. Child's desk may be moved close to blackboard and he may be requested to work problems from a vertical plane (board) rather than horizontal plane (desk).

CODING REMEDIATION PROCEDURES

The teacher should structure the child's activities in class and homework assignments. Instructions for any new learning situations should be on an individual basis. The teacher should introduce new concepts gradually and in a supportive manner. The teacher can apply the use of meaningful practice and drill, emphasize copy work from the blackboard and use rote drills whenever possible. Due to the child's rigidity in approaching new materials, he may experience difficulty in accomplishing grapho-motor assignments, therefore, the child should be given more time to complete copy work and written assignments.

Primary Level:

1. Pegboard copying from simple teacher-presented designs.
2. Copying and matching geometric figures by connecting dot patterns.
3. Make use of sewing cards-child outlines figures, designs, and pictures with a needle and yarn.
4. Emphasize good penmanship habits by giving exercises dealing with the making of repetitive ovals, circles, lines, and staying within appropriate limits.
5. Matching of a teacher-made code with animals. (a picture of a dog is matched with a circle or a specific color).
6. Matching number and letter configurations.

Upper-Primary Level:

1. Develop a code whereby geometric figures and numbers are matched.
2. Make use of map legend by having child find roads, rivers, cities, etc. Have the child develop a legend of his own.
3. Have the child memorize short rhymes, poems, and lyrics of songs.
4. Simple Simon Games.
5. Make use of the KODALY hand motions for notes.
6. Penmanship exercises leading toward cursive writing.

Intermediate Level:

1. Emphasis on written expression with particular attention paid to penmanship.
2. Make use of typewriter exercises.
3. Present simple social problems requesting alternative reactions.
4. Teach the child basic charade code and have the child act out familiar story and song titles.

5. Make use of mnemonics such as (HOMES) for naming the Great Lakes or have the child devise his own codes.
6. Make use of time limits when assigning certain classroom activities.

COMPREHENSION REMEDIATION PROCEDURES

The teacher should consider the assignment of minor responsibilities to the child in order to provide experiences for him to proceed on his own. Emphasis may be placed upon "What to do if...? situations, and many "why" type questions will have to be asked. The teacher should be prepared to guide the child in cause and effect relations. Inferential thinking on the part of the child should be encouraged, for example "It's snowing outside and a fire is roaring in the fireplace...What time of the year is it?"

Primary Level:

1. Child should be required to give simple explanations to such questions as "Why do we have houses?", "Why do we have policemen?".
2. Conduct stimulus response exercises - a certain stimulus leads to a response (What do we do when it rains? What should we do if we have a cold?).
3. Have child bring in pictures of activities and relate them to other areas (pictures of a tractor-Is the tractor clearing land for farming or for buildings? Why?).
4. Practice giving directions and have child respond to show understanding.
5. Have child describe pictures in detail.
6. Child may describe his father's job or a job that he would like to have.
7. Review basic concepts of up, down, behind, before, after, later, first, last, etc.
8. Help child in discussing simple nursery rhymes, fairy tales and fables.

Upper-Primary Level:

1. Tell a story pausing frequently and have child fill in (make up) the missing details.
2. Continuation of cause and effect questions.
3. Have child teach his favorite game and the rules necessary to play.
4. Child should be able to explain what to do during a fire drill and why.
5. School safety rules and safety rules in general may be explained by the child with reasons for obeying these rules.
6. Have the child explain expected conduct during various activities (in library, cafeteria, at a party, in movies).
7. Child should explain why we have policemen, firemen, nurses, porters, plumbers, etc.
8. The child should be able to explain about respecting the rights of others.
9. Insure that the child understands the concept of putting off today's rewards for tomorrow's harvest. Concept of saving and concept of planning for a future.

Intermediate Level:

1. Social studies and arithmetic should be taught with emphasis on cause and effect-Why does $3+1=4$, and $1+3=4$? Why are there ghost towns?
2. Help child develop a more mature understanding of the rights of others and his own responsibilities.
3. Discuss personal involvement with local and state happenings and have child include alternate approaches.
4. Assign projects that child can do and have him describe to class.
5. Present exercises in abstract thinking. Commercially available puzzle books would be useful.

Intermediate Level:

1. Have the child repeat tongue twisters (a bucket of black bug's blood).
2. Require exercises of immediate recall of spelling words that are newly introduced. Spelling-bee games are useful.
3. Present phonetic rules and have child repeat, write and memorize.
4. Strees may be placed on the rules of syllabication.
5. Present numbers or letters in sequence and have child repeat. Attempt to build child to seven digit repeating ability.
6. Child may take part in play requiring memorization of lines.
7. Have child prepare a list of the many sounds he hears throughout the day - at home and in school.

INFORMATION REMEDIATION PROCEDURES

The teacher must have a firm background in subject area and have ample anecdotes at her disposal to motivate the child to extend himself in seeking information and completing class assignments. The teaching must encourage the child and inspire enthusiasm. Earlier learned concepts should be reinforced by frequent reviews of basics. The home must be involved even more than the school in that the parents should be encouraged to have meal time discussions, family trips, and to stimulate the child to have a variety of reading experiences.

Primary Level:

1. "Show and Tell" as a matter of class routine. Structure "Show and Teel" by encouraging the child to bring specific items to tell about leaves, footwear, handwear (gloves-work and play).
2. Planned visits to community agencies-fire house, police station. If trips are not practical, invite guest speakers from various public agencies, county agricultural agent, police chief, etc.
3. Use Benefic Press Series, of "What is a _____?" (Sailor, bee, tree, etc.)
4. Have a wide variety of primary books and pictures displayed and available in various parts of the room.
5. Have the child discuss local geography, names of streets surrounding school, street address, etc.

In all of the above, the child with a deficiency in the information area will have to have more individual attention. Extra time may well be utilized in extending explanations to him.

Upper-Primary Level:

1. Reveiw basic concepts such as days of the week, months, time elements, compare distances within city or school, coin values, common prepositions, and concepts of opposite and same.
2. High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Buttons Series, can be useful in helping to improve the general fund of information.
3. Discuss names and locations of neighboring communities; teach directions, North, South, East, and West.
4. Discuss local industry. How does daddy make a living? Visits to factories where possible.
5. Directed viewing of television programs.
6. Reporting of major current events and discussion of such by using pictures and articles from newspapers and magazines.
7. Give the child a simple project as planting flower seeds in a pot, planting a sweet potato and encourage the child to explain the project.
8. Encourage independent oral expression by having the child describe things in the room or outside.

6. Use strategy games such as checkers, Monopoly, Scrabble, and Clues to help judgment and planning abilities.
7. Assign composition work. Child to select his own topic for a one page composition, teacher assigns topic for another. Teacher topics should be extremely vague with nothing more than the topic given as explanation of what is expected, (topic examples: "X", "Hot Water", "All About", "Blues", "Why", etc.)

On the Intermediate Level the remedial practices for comprehension improvement may be oral or written.

DIGIT SPAN REMEDIATION PROCEDURES

All directions should be given clearly and slowly, and they should be repeated whenever necessary. The teacher should attempt to reduce the number of instructions presented-not, "Hold the paper at a 45 degree angle and place your name to the extreme left," but, "Place your name at the top of the paper." Emphasis should be placed upon simple and specific instructions in task assignment.

Efforts should be made to insure that the child understands the verbal instructions by application of proximity supervision and through the use of the sense modalities when necessary. This involves standing near the child and helping the child to get started.

Primary Level:

1. Have the child listen. Have him name a sound he hears outside, in the room, or in the hall.
2. Initiate grocery store game whereby the child is required to purchase certain items named by other children in sequence.
3. Simple Simon games are useful.
4. Have the child repeat simple phrases, sentences, and nursery rhymes.
5. Request the child to repeat teacher prepared number sequences such as phone numbers and addresses.
6. Child should be encouraged to repeat simple rhyme patterns he hears the teacher or classmates tapping or clapping. Boards by the Developmental Learning Materials Company would be useful.
7. Child should listen to a series of common sounds (animal), name the sound and then attempt to imitate them in sequence.

Upper-Primary Level:

1. Have the child repeat number and letter combinations in proper order then backward (A-F-F-R, 1-4-7-3, 2-V-6-K, etc.)
2. Use rhythm exercises involving clapping and tapping. DLM Buzzer Board is useful.
3. Require the child to provide missing letters or numbers as he listens to teacher say them (1-2-3--5-6, F-G--I-J).
4. Have the child provide missing sounds to words presented by the teacher such as bo-le (bottle), airpla-(airplane), da-y(daddy), and -acaroni (macaroni).
5. Child may be required to memorize simple poems and rhymes.

Intermediate Level:

1. Motivate interest in surroundings of city, county, state and nation.
2. Discuss famous community and state leaders.
3. Motivate the child to take responsibility in an area of interest (hobby) which would require use of library materials such as almanacs, encyclopedias, etc.
4. Encourage independent pleasure reading without requiring a formal book report. Place emphasis on oral book reports on a volunteer basis.
5. Have the child participate in oral discussions describing events or happenings. Encourage participation in class projects.
6. Assign the child to group projects selecting the group with care. On occasion, attempt to place the child with children who have a substantial fund of general information and who have displayed the ability to accept a somewhat slower child.

OBJECT ASSEMBLY REMEDIATION PROCEDURES

In giving instructions, the teacher should attempt to use visual and auditory clues as much as possible with stress upon the manipulative or kinesthetic approach. It may be necessary to reinforce the child's awareness of the goal to be achieved by impressing upon the child the reason behind the assignment. The teacher may have to assist the child in organizing and planning his work for the child may become involved with detail rather than the whole project. Urging to break away from minor details may be necessary. Stress the totality of the project rather than the detail within the assignment.

Primary Level:

1. Tracing outlines of familiar objects such as animals, cars, toys, etc.
2. Present incomplete drawings of familiar objects and forms and have the child complete the picture.
3. Make use of simple jigsaw puzzles.
4. Make use of Popper Words from Dolch list.
5. Brief exposure to common objects and have the child attempt to identify such.
6. Make use of creative stories by Instructo Company. The child creates a story from flannel board characters.

Upper-Primary Level:

1. Make use of giant size poster cards that have missing letters and have the child supply the letter to make the total word.
2. Make use of flash card work.
3. Make use of dictionary exercises.
4. Make use of the Stern arithmetic materials.
5. Cut up words and have the child make simple sentences.

Intermediate Level:

1. Teach the child simple outlining.
2. Have the child find the key idea in paragraphs or stories.
3. Make use of cut up sentences that could be arranged to make logical sentences.
4. Have the child attempt to relate orally, and in writing, a story or T.V. show that is familiar to him.
5. Emphasis should be placed upon the creative writing and poetry at the child's level of functioning.
6. Exercises in HEKU poetry should be given. (17 syllable description of nature)

PICTURE ARRANGEMENT REMEDIATION PROCEDURES

The teacher should encourage pupil and group experiences which allows the child to gain some level of independence. The child must be motivated to use independent judgment. The teacher might institute a proper social framework from which the child can work. Comprehension of social situations can be remediated by getting the child to participate as much as possible in class parties, plays, sports, etc. An attempt should be made to present activities in a logical sequence in order to facilitate the attainment of goals in an organized and comprehensible manner.

Primary Level:

1. Awareness of safety rules and procedures. Why is order necessary in fire drills? Why respect property rights of others?
2. Reward good behavior, attendance, punctuality, etc. with appropriate awards. Negative behavior should be de-emphasized by giving it a reduced amount of attention.
3. Interpret simple proverbs, "Haste makes waste", "The early bird catches the worm".
4. Discuss abstract terms such as kindness, sadness, etc.
5. Discuss the need for good health habits.

Upper-Primary Level:

1. Reinforcement of basics mentioned at the primary level.
2. Place emphasis upon sportsmanship and rules of the game.
3. Stress rules of good conduct and the need for general rules and regulations for conduct within the school setting.
4. Work with incomplete number sentences, $5 + \underline{\quad} = 8$, etc.
5. Give child work with sentences requiring the child to fill in missing words.
6. Read fables and discuss, (Aesops).
7. Make up stories that the child can complete which will have a social lesson.
8. Have one child start a story and another child make up an ending.

Intermediate Level:

1. Oral and written discussion of alternate behavior regarding current events, etc.
2. Reinforce good social conduct.
3. Discuss appropriate behavior as related to good citizenship.
4. Utilize the stories of famous men and their deeds as a stimulus for a discussion.
5. Apply the use of fables, and proverbs for the appropriate grade level.
6. Discuss vocations and avocations.
7. McCall-Crabbs and Gates Peardon "B" reading materials to make inferences and draw conclusions.

PICTURE COMPLETION REDMEDIATION PROCEDURES

The teacher should stress visual learning techniques which emphasize the details within the whole. The teacher should examine the child's written work looking for clues as to his attack on learning. The child's vision should be tested in order to rule out visual impairment. In some instances, placement of child's desk close to chalkboard will be of help. Assignments requiring the child's visual concentration should be employed by the teacher. The teacher should require a child with this deficiency to record all homework assignments and directions in detail.

Primary Level:

1. Make use of twenty questions- animal, vegetable, mineral.
2. Utilize rebus stories.
3. Have the child identify common objects and discuss the details of these objects.
4. Guessing game. Teacher describes a person in the classroom or a familiar person in the building or community (custodian, nurse, classmate, fireman). Child must guess who it is.
5. Matching of letters, colors, numbers, geometrical shapes.
6. Construct compound words through the use of pictures in magazines and newspapers. (Select separate pictures of fire and man - fireman)
7. Use simple jigsaw puzzles.
8. Make use of "how to" exercises. Have the child describe "how to" make a bed, tie a shoe.
9. The child completes simple pictures (Cat-House-Clown) that have missing lines or parts.

Upper-Primary Level:

1. A Dolch crossword puzzle books and map puzzles could be used.
2. Have the child give oral descriptions in detail of various action scenes in books and magazines.
3. Analysis and synthesis of compound words. Present compound words and have the child find small word in the larger element and vice versa.
4. Introduce the child to the world map and its major land formations, (continents).
5. Make use of jigsaw puzzles appropriate to the child's age level.
6. Use the "how to" activities described above in Primary-8.
7. Activities where the child draws and paints by numbers can be useful.
8. Present incomplete geometric shapes that the child is required to complete.

Intermediate Level:

1. Use road map exercises. Have the child plot a route from one point to another listing the cities passed through. Mileage between points can be calculated.
2. Have the child present written descriptions of pictures, objects, books, action programs, television and movies.
3. Sentence analysis involving compound sentences, complex sentences, and parts of speech will focus attention on parts of whole.
4. Make use of jigsaw puzzles and crossword puzzles at appropriate age levels.
5. Assign simple science experiments where the child can list in detail the procedures and observations of the experiment.
6. Give the child exercises in choosing titles and finding the main ideas of written selections.
7. Continue picture completion drawing exercises at an advanced level.

SIMILARITIES REMEDIATION PROCEDURES

Understanding of the concept of "sameness and differences" is essential. Emphasis should be placed upon common elements in class identity and on analogical thinking. In giving directions, the teacher should initially stress concrete, rather than the abstract, until the child's ability to deal with abstractions improves.

Primary Level:

1. Use dissimilar objects which have a commonality of shape. (Ex. roundness of a ball, apple, circle, etc.). Use dissimilar objects which have a sameness of color. (Ex. red apple and red fire engine, green grass and green traffic light.) Use dissimilar objects which function in an alike manner. (Ex. airplanes and birds both fly.) These exercises aid in showing various relationships.
2. Have child make a scrapbook of pictures in broad classifications, (animals, buildings, vehicles, etc.)
3. Completion of functional sentences: Rabbits are fast, turtles are ____; The sun shines during the day, the moon during the ____; Winter is cold, summer is ____.
4. Matching abstract concepts with concrete pictures. Mother holding child-love, happy, clown-funny, silly, happy.
5. Acting out emotions-happy, sad, angry, etc.

Upper-Primary Level:

1. Teach generalizations. Discussions and illustrations of modes of transportation. Discussion of types of clothing.
2. Teaching of similarities and differences of geometric designs. Similarities and differences of right triangle, isosceles triangle; circular forms-sun, moon; rectangular forms-doors, windows.
3. Similarities and differences of topography such as lakes, rivers, oceans, mountains, hills.
4. Discussion of zero in arithmetic practice exercises with regards to meaning- (such as nothing, nil, void).
5. Discussion of key determiners in sentences, more-less, most-every, least-least, etc.

Intermediate Level:

1. Develop and write lists of verbal opposites and similarities.
2. Classification of tools. Pounding tools (hammer, ax); turning tools (screw driver, wrenches).
3. Classification of animals. Mammals, reptiles, birds, fish; land animals-sea animals; carnivorous-herbivorous.
4. Classification of musical instruments. Wind, brass, percussion.
5. Simple scientific experiments in which two ingredients are resolved into one.
6. Physical properties of simple chemical compounds, such as water, ice, steam. Also discuss molten and solid states of various metals.
7. Discussion of abstracts, such as liberty, justice, freedom, minority, majority.

VOCABULARY REMEDIATION PROCEDURES

The teacher should encourage pleasure reading and the expression of ideas through oral and written assignments. Pleasure reading on the part of the child should be encouraged to be consistent with his own personal abilities, interests, hobbies, and ambitions. To accomplish this the teacher should assist and supervise the selection of reading materials. Listening skills should be emphasized. The teacher should be alert to the fact that she might be using words which are beyond the child's immediate knowledge, therefore, the teacher should continually question the child's grasp of the words used.

Primary Level:

1. Encourage rebus book reading.
2. Present various objects in the classroom and require the child to name the different qualities of the objects, such as size, shape, color, use.
3. Expose the child to various objects related to nature.
4. Make extended use of show and tell games.
5. The child should repeat simple stories told by the teacher or classmate. In addition, the child can be asked to describe a simple story, television program, or game.

Upper-Primary Level:

1. Introduce dictionary work.
2. Introduce words.
3. Emphasize parts of speech and the roles words play in our language.
4. Make use of abstract words such as love, like thought, good.
5. Insure working vocabulary knowledge for each subject area in science, history, mathematics.

Intermediate Level:

1. Insure a minimum vocabulary key for each subject area.
2. Place greater emphasis upon written expression and writing abilities.
3. Assign required readings and involve the child in play-acting the different characters or verbally explaining the materials read.
4. Increase dictionary work whereby the child might be requested to give word origins or trace the development of meaning to current day usage.
5. Develop technical mastery for subject area mastery.
6. Make use of crossword puzzles, scrabble games, analogy games. Also, have the child make up his own word games and crossword puzzles.

AUDITORY ASSOCIATION

MEASURES - The ability to organize and relate spoken words in a meaningful way. Requires the production of analogies or opposites.

EDUCATIONAL IMPLICATIONS - It determines the youngster's ability to relate concepts presented orally. Child cannot produce a word orally which is associated in a meaningful way with a stimulus word

REMEDICATION PROCEDURES:

See Page 5 and 6

AUDITORY CLOSURE

MEASURES - The ability to perceive a whole word when only some of it is heard

EDUCATIONAL IMPLICATIONS - Child cannot: blend sounds into words; recognize a word from a partially presented one; understand when someone speaks too quickly or moves around the room; understand people with a different accent; respond to clues given when he's trying to read; spell very well; understand directions or sentences if he does not hear entire statement.

REMEDICATION PROCEDURES:

See Page 6.

AUDITORY RECEPTION

MEASURES - The ability to comprehend the spoken word.

EDUCATIONAL IMPLICATIONS - In the classroom, the child might display difficulty sounding out words, understanding oral presentations involving the concepts of time, quantity, quality, or direction in space orientation.

REMEDICATION PROCEDURE:

See Pages 6 and 7.

AUDITORY SEQUENTIAL MEMORY

MEASURES - The retention span for digits and the ability to correctly repeat a sequence of auditory symbols.

EDUCATIONAL IMPLICATIONS - The child does not have the ability to correctly: repeat a sequence of symbols previously heard; count by rote; recall oral spelling and how they sound; listen to story and answer questions.

REMEDIATION PROCEDURES:
Pages 7 and 8.

GRAMMATIC CLOSURE

MEASURES - The ability to automatically use the often repeated expressions of standard speech.

EDUCATIONAL IMPLICATIONS - Deficient in the use of redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections.

REMEDIATION PROCEDURES:
See Pages 8 and 9.

MANUAL EXPRESSION

MEASURES - The ability to express ideas through gestures.

EDUCATIONAL IMPLICATIONS - Child lacks the ability to express ideas manually.

REMEDIATION PROCEDURES:
See Pages 9 and 10.

SOUND BLENDING

MEASURES - The ability to synthesize the separate sounds of a word and produce the integrated whole word.

EDUCATIONAL IMPLICATIONS - Child cannot: blend sounds into words; recognize a word from a partially presented one; respond to a clue given when he's trying to read a word.

REMEDIATION PROCEDURES:
See Page 10.

VERBAL EXPRESSION

MEASURES - The ability to express ideas in spoken words. It involves vocabulary, command of language, and experience at describing.

EDUCATIONAL IMPLICATIONS - The child does not have the necessary command of language.

REMEDIATION PROCEDURES:
See Pages 10 and 11.

VISUAL ASSOCIATION

MEASURES - The ability to organize and relate concepts presented visually. Requires the formation of analogies.

EDUCATIONAL IMPLICATIONS - The child does not have the ability to relate concepts visually; respond with meaning to visual stimuli; associate objects or pictures presented visually; make visual comparisons (prettier than); watch science experiments; to create with tinker toys, paint, etc.; and imagine.

REMEDIATION PROCEDURES:
See Pages 11 and 12.

VISUAL CLOSURE

MEASURES - The ability to recognize a complete object from an incomplete visual presentation. It involves visual discrimination and perceptual interpretation.

EDUCATIONAL IMPLICATIONS - The child is unable to: recognize a complete object from an incomplete visual presentation; differentiate between meaningful objects in his environment; read when print is different; understand what he is "creating" in follow the dot activities; or do puzzles.

REMEDIAL PROCEDURES:
See Pages 12 and 13.

VISUAL RECEPTION

MEASURES - The ability to gain meaning from visual symbols. It requires comprehension of picture based upon common concepts.

EDUCATIONAL IMPLICATIONS - The child may lack ability to: comprehend pictures and written words; distinguish likenesses and differences in letters, pictures, groups of objects; comprehend in silent reading; pass a reading test, but may not pass an oral test; do art work; do gross motor exercises; do fine motor coordination activities; respond as well to visual instructions as well as verbal; copy well; games that are primarily visual; sort by size configuration, etc.

REMEDIAL PROCEDURES:
See Pages 13 and 14.

VISUAL SEQUENTIAL MEMORY

MEASURES - The ability to correctly reproduce a sequence of unrelated symbols. It involves visual reception and visual-motor expression.

EDUCATIONAL IMPLICATIONS - The child lacks the ability to: correctly reproduce a sequence of symbols previously seen; remember sight words; keep letters in order when copying; look at model only a few times; recall what he has seen on the playground; recall a simple arithmetic problems after he sees them; spell his name or words when he writes them; recall order of numbers; alphabet, etc.; reproduce activities he has watched.

REMEDIAL PROCEDURES:
See Pages 14 and 15.

REMEDIATION PROCEDURESAUDITORY ASSOCIATION

Nursery Level 3-0 to 4-11

1. Have youngster orally fill in missing word(s) to a well-known jingle - "Mary had a _____ lamb." "_____, _____ black sheep." etc.
2. Picture associations - slowly eliminate pictures
 - a. opposites
3. Play analogy games - "Boys run, babies _____", "Sugar is sweet, lemons are _____", etc.
4. Associative pairs (bread and _____)
5. Present a series of words and ask which word does not belong to the group - car, boar, hat, train, etc.
6. Action - noun association (I write with a _____)
7. Have youngster complete simple sentences - "The color of my dress is _____." etc.
8. Have youngster tell as many things as he can think of that can be found in a grocery store, toy department, clothes store, etc.

Primary Level 5-0 to 6-11

1. Continue with word games mentioned above.
2. Introduce simple homonyms, point them out as they come up in the context of activities - here, hear - red, read - ate, eight - etc.
3. Present simple jokes and riddles, have child give solution. Allow child to present jokes and riddles. Use "Show and Tell" activities as on kindergarten level.
4. Have child describe recently seen television program or movie.
5. Have child keep scrapbook of pictures in broad classification: animals, food, transportation, etc.
6. Recognizing absurdities in statements.

Upper-Primary Level 7-0 to 8-11

1. Sentence completion exercises.
2. Scrambled sentences the child has to rearrange; "John candy the ate."
3. Exercises requiring child to vocalize similarities and differences. "How are a cat and a mouse alike?" "How are they different?"
4. Present two lists of words and require child to combine words from each list to make a compound word - police-man, sun-flower, etc.
5. Present antonyms and have child make simple statements using the opposite words presented. "up-down", "in-out", etc.

Intermediate Level 9-0 to 10-3

1. Discuss relationships of opposites. Present opposites such as "heavy-light", "cold-hot", etc. Have child explain difference and present an opposite of his own.
2. Have child listen to stories read or recorded and repeat the story in his own words.
3. Discuss abstract words such as "love", "happy", "sad", etc.
4. Read a short story with nonsense or absurd details. Child is to identify the nonsense part of story and make appropriate change.
5. Present "double" words - words spelled same but having different form when used in sentence (noun-verbs such as play, rock, fly, etc.)

AUDITORY CLOSURE

1. Listen to partially presented words and figure them out.
2. Listen to partially presented directions and carry them out.
3. Blend sounds into words.
4. Word family practice.
5. Auditory discrimination activities.
6. Rhyming activities.
7. Identify familiar nursery rhymes with key words left out.
8. Teaching of phonics and word analysis skills.

AUDITORY RECEPTION

Remediation is through auditory training exercises supplemented with visual cues or gestures.

Nursery Level 3-0 to 4-11

1. Teacher arranges common objects or pictures on a table and describes object that child is required to identify.
2. Child responds with simple yes or no to such questions as, "Are trees green?"; "Are apples to eat?"; etc.
3. Teacher may tap some object in the room - window, desk, blackboard, etc. Child is required to identify object tapped.
4. Refer to: Montessori, Maria, "Exercises for the Discrimination of Sounds," The Montessori Method, 1964, Shocken Books, Inc., New York, New York.

Primary Level 5-0 to 6-11

1. Simple Simon games useful.
2. Tell short story or limerick, have child attempt to repeat.
3. Expand on use of oral directions for child to follow.
4. Continue with "yes-no" questions.
5. Present "following direction" exercises with books - i.e., open to page 10, find the 2nd picture, etc.
6. Present similar words and have child indicate where the words are alike or different - "art-ark", "throw-threw", "soap-slope", etc.
7. Imitation of sounds and words, have child reproduce an orally presented sound or word.
8. Listen to stories with visual material - mark pictures mentioned in story.

Upper-Primary Level 7-0 to 8-11

1. Continue with listening exercises refined and geared for the upper-primary child as mentioned above.
2. Carry out verbal commands.
3. Follow directions on paper.
4. Sound discrimination exercises should include auditory closure, blending sounds, and rhyming.
5. Visual aids may be utilized - use of flashcards, use of configuration clues in word attack, use of color cues in attacking consonant, vowel, and blend units - pronounce "black" as "bl-ack" rather than "b-l-a-ck".

Intermediate Level 9-0 to 10-3

1. Supplement orally presented materials with visual aids.
2. Regardless of level (grade) insure good seating arrangement so child is close enough to teacher to receive oral materials.
3. Refine lower level listening exercises, mentioned above, for appropriate grade and interest level - charades, following directions, matching similarities and differences, etc.
4. Solve simple riddles.
5. Solve descriptions presented by teacher.

AUDITORY SEQUENTIAL MEMORY**Nursery Level 3-0 to 4-11**

1. Request child to relate outstanding events of previous day. Tell about a recent trip, or a game that was played.
2. Ask child to name as many animals, foods, musical instruments as he can remember.
3. Expose to Mother Goose records and rhymes. Have child repeat.
4. Give simple directions - "Color the circle.", "Color the tree.", etc.
5. Have child repeat simple number and letter sequences.

Primary Level 5-0 to 6-11

1. Games of jumbled letters, numbers, or combination of both. Have child repeat "ACB" and then organize in proper order, "ABC". Can also be done with numbers.
2. Give simple directions for a game and have child repeat.
3. Have child give name, address, phone number.
4. Give a short series of letters, "FGHI" ask, "What comes before H?"
5. Have child repeat simple sentences - "Today is Wednesday." "Two and two make four." etc.

Upper-Primary Level 7-0 to 8-11

1. Exercises in repeating jumbled numbers forward and backward.
2. Teacher presents a rhythmic pattern (verbally or by tapping) and child is requested to imitate.
3. Present words that represent sounds (drip, boom, pow, etc.) place in oral sentences and request child to identify sound word.
4. Require memorization of short poems and limericks.
5. Present spelling word lists orally and have child copy the word after it is spelled verbally by the teacher. Simple spelling games may be played.
6. Encourage child to relate days happenings, weekend events, etc.

Intermediate Level 9-0 to 10-3

1. Spelling bees and spelling games.
2. Sequence shopping lists or stories. One child starts the list or story and others continue in logical sequence.
3. Tell simple story and have child act out in charade fashion.
4. Phonetic alphabet may be reviewed by having child name letter of the sound teacher makes. Teacher can name letter and have child present the sound.
5. Have child with weak auditory memory repeat any directions given to the class or to him specifically. This will check his memory as well as his understanding of the directions.
6. Repeating extended lists of words, letters, numbers, etc. forward and backward will also be helpful.

GRAMMATIC CLOSURE**Pre-Nursery and Nursery Level 2-4 to 4-11**

Parents and nursery school teacher should be particularly alert to the fact that proper English grammar is used at all times to assure the child's proper language development.

Primary Level 5-0 to 6-11

1. Present sets of pictures with one stimulus on one side and two or more stimuli of the same type on the opposite side. Say, "Here is a car. Here are two _____?" The missing word is supplied by the child.
2. Make use of rebus stories.
3. Utilize sentences that require the child to complete a thought, such as "This man rides in a red truck, and uses water in doing his job. This man is a _____."
4. Teach the proper use of simple personal pronouns and possessive forms of nouns.

Primary Level 5-0 to 6-11

1. Simple Simon games useful.
2. Tell short story or limerick, have child attempt to repeat.
3. Expand on use of oral directions for child to follow.
4. Continue with "yes-no" questions.
5. Present "following direction" exercises with books - i.e., open to page 10, find the 2nd picture, etc.
6. Present similar words and have child indicate where the words are alike or different - "art-ark", "throw-threw", "soap-slope", etc.
7. Imitation of sounds and words, have child reproduce an orally presented sound or word.
8. Listen to stories with visual material - mark pictures mentioned in story.

Upper-Primary Level 7-0 to 8-11

1. Continue with listening exercises refined and geared for the upper-primary child as mentioned above.
2. Carry out verbal commands.
3. Follow directions on paper.
4. Sound discrimination exercises should include auditory closure, blending sounds, and rhyming.
5. Visual aids may be utilized - use of flashcards, use of configuration clues in word attack, use of color cues in attacking consonant, vowel, and blend units - pronounce "black" as "bl-ack" rather than "b-l-a-ck".

Intermediate Level 9-0 to 10-3

1. Supplement orally presented materials with visual aids.
2. Regardless of level (grade) insure good seating arrangement so child is close enough to teacher to receive oral materials.
3. Refine lower level listening exercises, mentioned above, for appropriate grade and interest level - charades, following directions, matching similarities and differences, etc.
4. Solve simple riddles.
5. Solve descriptions presented by teacher.

AUDITORY SEQUENTIAL MEMORY**Nursery Level 3-0 to 4-11**

1. Request child to relate outstanding events of previous day. Tell about a recent trip, or a game that was played.
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4. Give simple directions - "Color the circle.", "Color the tree.", etc.
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2. Give simple directions for a game and have child repeat.
3. Have child give name, address, phone number.
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6. Encourage child to relate days happenings, weekend events, etc.

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3. Tell simple story and have child act out in charade fashion.
4. Phonetic alphabet may be reviewed by having child name letter of the sound teacher makes. Teacher can name letter and have child present the sound.
5. Have child with weak auditory memory repeat any directions given to the class or to him specifically. This will check his memory as well as his understanding of the directions.
6. Repeating extended lists of words, letters, numbers, etc. forward and backward will also be helpful.

GRAMMATIC CLOSURE**Pre-Nursery and Nursery Level 2-4 to 4-11**

Parents and nursery school teacher should be particularly alert to the fact that proper English grammar is used at all times to assure the child's proper language development.

Primary Level 5-0 to 6-11

1. Present sets of pictures with one stimulus on one side and two or more stimuli of the same type on the opposite side. Say, "Here is a car. Here are two _____?" The missing word is supplied by the child.
2. Make use of rebus stories.
3. Utilize sentences that require the child to complete a thought, such as "This man _____ a track, and uses water in doing his job. This man is a _____."
4. Teach the proper use of simple personal pronouns and possessive forms of nouns.

5. Sequence picture stories.

Upper Primary and Intermediate Level 7-0 to 10-3

1. Verbalize actions.
2. Tell stories about pictures.
3. Supply missing word in sentence, in poem or nursery rhyme.
4. Unscramble sentences.
5. Formal presentation of nouns, pronouns, verbs, adjectives and adverbs can take place at this level. Teacher should use varied drills and experiences in teaching the above parts of speech. Use standard grammar books for appropriate grade level.
6. Play "Twenty Questions" - child describes object or event, others guess.

MANUAL EXPRESSION

Pre-Nursery and Nursery Level 2-4 to 4-11

1. Encourage play acting activities. In the home the mother can provide old adult clothing in which child can use for imitating parents and other adults. In the nursery school, the teacher can have the child play act various characters in stories read to him.
2. Utilize finger painting activities.

Primary Level 5-0 to 6-11

1. Rhythm games utilizing tamborines, triangles, and various other rhythm instruments should be encouraged.
2. Make use of pantomime activities.
3. Have child imitate the actions of various animals.
4. Encourage the child to imitate particular happenings in nature such as leaves falling, plants growing.
5. Free dance expression stimulated by various musical selections may be utilized.
6. The mother should encourage girls to watch and participate, when feasible, in various activities in which she engages in her daily activities. Boys should be encouraged to watch and assist where feasible, various repair activities that fathers usually engage in such as changing light bulbs, replacing washers, various woodwork chores, etc.
7. Have youngster dance in groups and if shyness is not a factor, in solo.
8. Have youngster imitate tapping rhythms, etc.
9. Child is "it" and other children tell what the child is to do - stand on one foot, imitate a car, etc.
10. Following directions - hop to the blackboard, pick up chalk and write name on board, etc.
11. Spin the bottle - the spinner tells the person pointed to by bottle "stand on one foot," make believe you are a lion, etc.
12. Have child use puppets as a play-acting activity.

Upper-Primary Level 7-0 to 8-11

Extend the activities listed under the Primary Level.

Intermediate Level 9-0 to 10-3

1. Make use of various mediums in encouraging art activities.
2. Such games as pantomime quiz should be promoted.
3. A trip to a ballet would be helpful in exposing the child to descriptive physical expression. Where such a trip is not feasible a motion picture which included scenes of ballet could be substituted.
4. At home, the child should be encouraged to play such games as cowboys and indians, or "house" depending on the sex of the child.

SOUND BLENDING**All Levels**

1. Listen to partially presented words and figure them out.
2. Listen to partially presented directions and carry them out.
3. Blend sounds into words.
4. Word family practice.
5. Auditory discrimination activities.
6. Rhyming activities.
7. Identify familiar nursery rhymes with key words left out.
8. Teaching of phonics and word analysis skills.

VERBAL EXPRESSION**Pre-Nursery Level 2-4 to 2-11**

1. Require the child to use correct verbal labels for objects when the youngster is requesting something or talking about the object.
2. Avoid use of baby talk while encouraging such verbal activities as meal time discussions, etc.
3. Require feedback from youngster whenever storybooks are read to him. Have child repeat story in own words.
4. Parents should be familiar with children's T.V. programs so that they might discuss these programs with the child.
5. While traveling, make a point of pointing out common objects (bridge, traffic light, etc.) and other interesting sights.

Nursery Level 3-0 to 4-11

1. Extend the activities listed under the pre-nursery level.
2. Encourage show and tell activities.
3. Activities requiring the proper naming of body parts should be utilized.
4. Encourage the memorization of nursery rhymes.
5. Utilized choral speaking activities.
6. Encourage child to relate his day's activities and listen to him.

Primary Level 5-0 to 6-11

1. Encourage rebus book reading.
2. Present various objects in the classroom and require the child to name the different qualities of objects such as size, shape, color, use, etc.
3. Utilize objects found in nature as a stimulus for verbal expression (describe flowers, trees, rocks, etc.)

4. Child should be encouraged to describe a favorite television program and/or explain how to play a favorite game.
5. Have the child describe in detail members of his family to the class.
6. Have child name as many animals (flowers, trees, cars) as possible in 1-3 minutes.

Upper-Primary Level 7-0 to 8-11

1. Introduce dictionary work.
2. Teacher should never assume that the child understands all of the words used in presenting subject matter. Therefore, the teacher should consistently evaluate the child's knowledge of the vocabulary being used and teach vocabulary of subject area.
3. Emphasize parts of speech and the roles words play in our language.
4. Present a stimulus picture or object and require the child to give a complete description.
5. Have child tell stories of personal experiences.

Intermediate Level 9-0 to 10-3

1. Teacher should stress written expression.
2. Increase dictionary work in amount and complexity such as requiring the child to give word origins.
3. Make use of scrabble games, analogy games, crossword puzzles.
4. Teacher should encourage the child to engage in pleasure reading on his independent reading level.
5. Children should be encouraged to act out the part of a favorite character in a story that they have read.
6. Assign compositions by using a stimulus word such as red, snow, love, hate, etc.
7. Oral book report assignments.
8. Variety of expression exercises - present sentences to child, have him state same in another manner. Compound and complex sentence practices.

VISUAL ASSOCIATION

Nursery Level 3-0 to 4-11

1. Allow free play with toy doll houses, service stations, etc.
2. Activities requiring sorting of buttons, beads, coins, etc.
3. Cut out pictures of various houses - igloo, teepee, dog house, bird house, etc. Have child match picture cutout of who lives in appropriate dwelling.
4. Present series of pictures with one that does not belong and have child indicate that which does not belong.
5. Present pictures and relate concepts "in front of", "in back of", etc.

Primary Level 5-0 to 6-11

1. Use picture puzzle activities.
2. Encourage free play with toy farms, service stations, forts, etc.
3. Present two similar objects - car and truck. Ask how they are the same and how they are different.
4. Cut up simple cartoon sequence and have child arrange into logical order.
5. Advanced tracing exercises using photographs, cartoons, or teacher drawn pictures.

6. Present number concepts three ways, numeral, number name, and illustration on quantity.

Upper-Primary Level 7-0 to 8-11

1. Have child describe in detail how a person in the room looks.
2. Copy patterns on peg-board.
3. Have timed races involving sorting activities.
4. Present pictures that are not complete and have child indicate what is missing and attempt to complete picture.
5. Present a variety of pictures of items that can be compared such as pictures of boats, cars, bicycles, animals, etc.

Intermediate Level 9-0 to 10-3

1. Incomplete picture stories are presented which the child can finish.
2. Present a series of cartoons with the question, "What comes next?"
3. Picture puzzles that have meaning - historical scene, etc. should be used.
4. Have child tell a story about a picture he sees, then have him write it.
5. Child should repeat a simple experiment previously demonstrated by the teacher.

VISUAL CLOSURE

Pre-Nursery Level 2-4 to 2-11

1. Present pictures of animals and have child select various animals from amongst those presented.
2. Present similar objects of differing size and require the child to select the big one, the small one.
3. Use picture books and have the child point to various objects or characters in the pictures.
4. After reading a storybook have the child relate the story by using the various pictures as cues.

Nursery Level 3-0 to 4-11

1. Increase the complexity of those suggested activities at the pre-nursery level.

Primary Level 5-0 to 6-11

1. Encourage the youngster to play with plastic objects such as cars, people, animals, etc. and have the child arrange diorama.
2. Have the child differentiate between various geometric figures.
3. Make use of Frostig and Fitzhugh figure ground exercises.
4. Have child construct collage limiting it to a particular subject (a collage of dogs, fruits, cars)
5. Using primary puzzles have child construct and describe. Teacher rearranges puzzle, retains one piece, child re-constructs and describes missing part.

Upper-Primary Level 7-0 to 8-11

1. Maze tracing from commercial books, such as "Children's Digest".
2. Make use of "find the hidden object" exercises found in Frostig and Fitzhugh materials.
3. Encourage the child to work with commercial type puzzles. Begin at a level below the youngster's chronological age and extend the activity as the child progresses.

4. Use felt letters in a box, require the child to find all the A's, all the C's, etc.
5. Matching exercises of words and/or letters which are in manuscript and/or cursive or a combination of both.
6. Encourage child to make use of dot drawing books where the youngster is required to connect numbered dots which when completed constitutes a complete drawing.
7. Teacher might draw from some of the techniques presented in Catagno's Words in Color. For example, use a different color for each sound to make the sequence of sound and/or letters more evident.

Intermediate Level 9-0 to 10-3

1. Locating and outlining specific places on a map.
2. Practice in using the atlas index in the locating of places on a map.
3. Encourage the use of more advanced puzzles and maze drawings.
4. Simple graph construction and interpretation.
5. Teacher presents a picture and asks questions concerning objects in foreground, background, etc.

VISUAL RECEPTION

Pre-Nursery Level 2-4 to 2-11

1. Expose child to visual stimulation. Present pictures of common objects such as house, car, dog, cat, man, woman, etc. Supplement picture presentation with verbal description. Ask child to point out "boy", "girl", "ball", "car", etc.
2. Involve both parents whenever possible in visual type games.
3. Present youngster with pictures of common objects such as a ball or block; present a real ball and block and have child match and compare.
4. Offer child crayons for coloring - do not expect youngster to be an accomplished artist. Scribbling has meaning for the child.
5. While walking or riding in a car, point out the trees, stores, and outstanding landmarks.
6. Present simple pictures and have child point out that which is familiar to him.

Nursery Level 3-0 to 4-11

1. Identification of objects in picture dictionaries, magazines, or catalogs.
2. Exercises in identifying colors, geometric forms, letters, and numbers.
3. Matching exercises of letters, numbers, and geometric forms.
4. Teacher may describe an object or another child and youngster is required to find that which is described.
5. Present youngster with different sized blocks, buttons, pictures, or coins and have him distinguish that which is larger, smaller, etc.
6. Frostig visual-perceptual materials may be used.
7. Have child reproduce simple designs on a peg board using multicolored tiles or pegs.
8. Tracing exercises using stencils or templates of geometric forms.

Primary Level 5-0 to 6-11

1. Upgrade procedures listed in Nursery Level.
2. Insure proper seating for child with visual deficiency.
3. Insure proper seating posture for all pencil and paper tasks. Check proper use of pencil, crayons, and scissors.
4. Give simple verbal explanation for all visual materials presented.
5. If necessary, have youngster copy materials placed on his desk rather than from a distant board.
6. Allow youngster to examine materials at a close range and allow child to manipulate the materials.
7. Provide youngster with extra time to complete the pencil-paper and scissor activities.

Upper-Primary Level 7-0 to 8-11

1. Insure proper seating for youngster with visual deficiency.
2. Supplement visual materials with verbal explanations.
3. Copying exercises with youngster copying letters, numbers, and designs. Have child match letters, numbers, words, phrases, and even sentences.
4. Allow the use of "crutches" in reading. Use of a reading window or finger to follow and keep place.
5. Use concrete objects to supplement number presentations.
6. Descriptive exercises where the child describes simple pictures, objects, or persons are helpful.
7. Interpretation of pantomimes.

Intermediate Level 9-0 to 10-3

1. Regardless of the grade level, insure that the child has had a recent visual examination both at near and far point.
2. Have word hunts. Using a page from a story book, the teacher has a word on a large card (print or script) and youngster is required to find the same word in the story. Encourage the child to scan rapidly from left to right across each line of print in the story.
3. Provide discrimination through configuration experiences with the use of picture puzzles.
4. Play bingo and lotto games using words, numbers or pictures.
5. Have youngster copy or trace complex geometric patterns.
6. Youngster should copy simple pictures by following dots or reproducing more complex peg board designs.
7. Have youngster dress dolls or make models by copying from another model or blueprint.

VISUAL SEQUENTIAL MEMORY**Pre-Nursery Level 2-4 to 2-11**

1. Present blocks or buttons of various sizes and have child attempt to reproduce in order of presentation while looking at the model - then from memory.
2. Place three common objects in front of child - take one away and have child identify the missing object.
3. Expose a simple picture of a short period of time. Cover picture and have child tell main objects of picture.

Nursery Level 3-0 to 4-11

1. Teacher lines up a series of objects, pictures or toys on a table. Child is requested to look carefully then close eyes. Teacher shifts the order of one object and calls upon child to replace the object in original order. Later,

- two or three objects may be shifted.
2. Mount pictures cut from magazines on tagboard. Child required to sort pictures as to function - fruits, clothes, tools, etc.
 3. Place objects on table. Child observes, turns away, and names as many as he can. Start with three objects and gradually increase the number.
 4. Using large nursery beads, have child sort as to shape, then string them following pattern. When finished with bead activity child might be requested to resort as to size, shape, color and store them in proper containers.
 5. Have child stand in front of room and look over the entire room. Child closes eyes and teacher describes person or object in room and the child attempts to point in the general direction of that which was described.
 6. Describe a person in the room or a familiar place and have child guess who or what is being described. Let child describe someone and have other children guess.
 7. Simple commercial puzzles may be used. Teacher may also cut common pictures into three or four pieces and have child put together.

Primary Level 5-0 to 6-11

1. Display a simple outline picture or geometric form. Remove it and have child draw it from memory. Compare with the original and allow child to finish or correct the drawing.
2. Cut up a picture in various shapes and have child reconstruct it with a duplicate uncut picture as a guide.
3. Present a series of geometrical shapes for a brief exposure and have child reproduce in same order. Start with three designs and increase as child becomes proficient.
4. Present a series of letters or numbers on flashcards and have child sequentially reproduce orally or in writing.
5. Cut up pictures for a shopping list of groceries and present child with verbal description and then have child sort the shopping list as presented by teacher.

Upper-Primary Level 7-0 to 8-11

1. Present simple peg board design. Have child construct from memory.
2. Expose sequence of picture cards, letter cards, or number cards. Have child construct from memory.
3. Use Frostig sequence materials.
4. Briefly display similar words - "tab-tap" have child repeat verbally from memory.
5. Use "Concentration" games requiring visual memory.
6. Develop tactual ability and have child recall through tracing words, etc., on screen board, sand, etc.
7. Sequences with poems.

Intermediate Level 9-0 to 10-3

1. Use variations of above for appropriate grade and age.
2. Increase the use of words, phrases, sentences, numbers, for sequential memory games. Briefly expose number problems, such as $4+2+3=?$, etc. have child work problem from memory.
3. "Concentration" games (like television shows).
4. Complete a visual series.
5. Memory for designs (expose design, letter, word for 5 seconds - child reproduces it)

DETROIT

Auditory Attention Span for Related Syllables (13)

Measures - immediate rote memory for sentences and the ability to correctly repeat a meaningful sequence of auditory symbols.

Similar to - Auditory Sequential Memory ITPA
Digit Span WISC

Remediation Procedures: ITPA page 7; WISC Pages 9 and 10.

Auditory Attention Span for Unrelated Words (6)

Measures - immediate rote memory for words and the ability to correctly repeat an unrelated sequence of auditory symbols.

Similar to - Sound Blending ITPA
Auditory Attention Span for Related Syllables - Detroit

Remediation Procedures: ITPA page 10

Designs (12)

Measures - This test measures visual attention, visual motor ability, visual closure and memory.

Similar to - Bender Block Design
Purdue Perceptual
Visual Closure ITPA

Remediation Procedures: WISC pages 5 and 6.

Disarranged Pictures (17)

Measures - visual attention, acuity, closure, spatial relations, and number ability.

Similar to - Object Assembly - WISC
Picture Arrangement - WISC

Remediation Procedures: WISC page 10.

Detroit continued

Free Association (11)

Measures - verbal ability, vocabulary, and speech information.

Similar to - Vocabulary - WISC

Remediation Procedures: WISC page 14.

Likes and Differences (19)

Measures - verbal and categorization ability.

Similar to - Similarities - WISC

Remediation Procedures: WISC page 13.

Motor Speed (5)

Measures - fine visual motor coordination and speed. No memory is required but pencil skills are necessary.

Similar to - Coding - WISC

Remediation Procedures: WISC pages 6 and 7.

Number Ability (14)

Measures - visual attention

Similar to - WRAT Arithmetic

Arithmetic - WISC

Remediation Procedures: WISC pages 4 and 5.

Oral Commissions (7)

Measures - auditory attention and retention and the ability to follow directions involving gross motoric responses.

Similar to - Auditory Sequential Memory - ITPA

Digit Span - WISC

Purdue Perceptual Motor

Manual Expression

Remediation Procedures: ITPA pages 7 and 9 WISC Pages 9 and 10.

Detroit continued

Oral Directions (18)

Measures - the integration of visual and auditory cues, the ability to retain and follow complex directions, and eye-hand coordination.

Similar to - Coding - WISC
AASRS - Detroit
AASUW - Detroit

Remediation Procedures: ITPA page 10 ; WISC pages 6 and 7

Orientation (10)

Measures - practical information, judgement, and time and space relationships.

Similar to - Information - WISC
Purdue Perceptual Motor

Remediation Procedures:
WISC Pages 8 and 9.

Pictorial Absurdities (1)

Measures - the ability to reason, comprehend and attend visually.

Similar to - Visual Reception - ITPA
Visual Association - ITPA

Remediation Procedures: ITPA pages 11 -13

Pictorial Opposites (3)

Measures - the concept of opposite, visual attention and visual discrimination.

Similar to - Visual Reception - ITPA

Remediation Procedures: ITPA page 13; WISC page 13.

Social Adjustment A (8)

Measures - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

Similar to - General Comprehension - WISC

Remediation Procedures: WISC pages 7 and 8.

Detroit continued

Social Adjustment B (15)

Measures - reasoning, comprehension, information, environment, and experience.

Similar to - Information - WISC
Comprehension - WISC

Remediation Procedures: WISC pages 8 and 9.

Verbal Absurbities (2)

Measures - reasoning, comprehending, and verbal ability.

Similar to - Auditory Reception - ITPA
Comprehension - WISC
Information - WISC

Remediation Procedures: ITPA page 6; WISC Pages 7 and 8.

Verbal Opposites (4)

Measures - verbal ability, vocabulary, and knowledge of terms;
concept of opposite

Similar to - Pictorial Opposites - Detroit
Similarities - WISC

Remediation Procedures: WISC Page 13.

Visual Attention Span for Letters (16)

Measures - recognition and recall of an unrelated sequence of visually presented letters. It involves visual reception and vocal expression. Sequential order is required.

Similar to - Visual Sequential Memory - ITPA

Remediation Procedures: ITPA page 14

Visual Attention Span for Objects (9)

Measures - immediate recall of an unrelated sequence of visual symbols. It involves visual reception and vocal expression. Sequential order is not required.

Similar to - Visual Sequential Memory - ITPA
VASL - Detroit

Remediation Procedures: ITPA page 14